

# Childminder report

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Inspection date: 21 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Children smile a lot and have enjoyable play experiences. Their learning and development are successfully supported by the childminder. Children receive dedicated support from the patient childminder, who has a good understanding of each child's unique capabilities. The childminder has a secure understanding of child development and demonstrates good teaching skills, to motivate children to learn. She has high expectations of children and sets frequent learning challenges to build on their existing knowledge and skills. For example, she provides mathematical puzzles and good one-to-one support, where children count and recognise numerals.

Children feel safe and are well looked after by the childminder. They can sleep according to their varying daily needs, which helps to support their physical growth and well-being. Children are supervised well and enjoy daily exercise, such as walking in the rain in their wellington boots and waterproofs. They behave well and show a strong bond with the childminder, who they engage with frequently. Parents know about their children's care and learning because of the childminder's excellent communication. For example, parents regularly receive children's artwork with a clear explanation and assessment of children's learning.

### What does the early years setting do well and what does it need to do better?

- The childminder has put good improvements in place since her last inspection. She has high expectations of herself and has made sure that, through attending training, she can provide good outcomes for children. For example, she recently attended a course to support children with special educational needs and/or disabilities (SEND). This was after self-reflection and the need to improve her knowledge of how to support children with specific learning needs. However, the childminder is in the process of developing her skills and putting into practice her new teaching strategies, such as Makaton.
- The childminder offers children a nurturing and well-structured day. There is an emphasis on children's communication, language and social skills as well as being physically active. She understands the needs of the children very well. The childminder tunes into children's level of development successfully by using her astute observations. She provides children with an exciting range of stimulating play and learning opportunities. These, coupled with her good interaction, help children make progress.
- Children show immense enjoyment listening and moving to music and songs. They are beginning to join in the words of the songs and will often request this activity. The curriculum for children to be expressive with different media and materials is strong. For example, children sit safely at the dining table and experiment with paint, colour and shape.

- The childminder builds excellent partnerships with parents. Parents write knowingly of the childminder and what she offers their children. For example, parents wrote that their child 'felt safe, secure, loved and has grown in confidence', and 'we shall be forever indebted to her for providing such high-quality care with unfaltering, nurturing thought and communication in these precious early years'.
- The competent and calm childminder provides children with a good quality of education. However, since the COVID-19 (coronavirus) restrictions, there has been less of a focus on the intended curriculum for understanding the world.
- The childminder values and follows closely the principles of equality and diversity. For example, during lockdown she embarked on a language course to learn Polish. This has enabled her to talk to parents and children, on occasions, in their home language. The childminder upholds the fundamental values of modern Britain.
- The childminder makes sure children are ready for their next move when they leave her care and education. For example, she contacts the pre-school manager with information about children's development, progress, next steps, and individual needs. This ensures the transition to pre-school is very smooth and helps children to settle in very well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge fully up to date, and she regularly attends training. She knows the signs to look out for that indicate a child may be at risk of harm, including non-mobile babies. She knows about the wider aspects of safeguarding, including the indicators that may show older children are being drawn into county line gangs and extremism. The childminder understands the local authority reporting procedures and shows a confident awareness of what to do if she has concerns. This includes any allegations that are made against herself or those who have contact with children.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- continue to develop specific teaching strategies to further support children with SEND
- strengthen the curriculum for understanding the world.

## Setting details

<b>Unique reference number</b>	EY542785
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10102095
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	20 March 2019

## Information about this early years setting

The childminder registered in 2017. She lives in Sholing, Southampton, Hampshire. The childminder operates Monday to Wednesday, all year round. The childminder receives funding to provide free early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lorraine Wardlaw

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a joint observation with the childminder.
- Parents gave written feedback to the inspector about the childminder's setting.
- The childminder and the inspector completed a learning walk /talk together.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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