

# Childminder report

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Inspection date: 24 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and relaxed. They have a strong relationship with the warm and caring childminder. The childminder has high expectations of children. She is a good role model. Children behave well. They are kind and thoughtful. For example, older children make room for younger children at the table so they can join in with the activity. Children have good manners as they talk to one another. They often say, 'please may I?' when asking for things. Younger children are skilfully supported by the childminder as they learn to take turns. Children develop high levels of self-esteem. They receive praise and encouragement for their efforts. Older children talk with the childminder about the importance of effort over outcome. For instance, when children are disappointed with what they have made, the childminder supports them by impressing on them the importance of doing their best and the hard work they have put in.

Children develop a love for reading. They read favourite stories frequently together. Children keenly repeat phrases from the book and are able to recall stories easily. Children enjoy working together. They build 'houses' from the 'Three little pigs' story. The activity captures their imagination. Children are creative and show high levels of imagination as they glue hay and sticks to boxes.

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

- Children are valued as individuals. The childminder has a detailed knowledge of each child. She confidently talks about their home life, personality and current interests. The childminder uses this knowledge to incorporate activities to develop children's learning further. For example, the childminder makes plenty of time for children to be outside.
- The childminder builds on children's language skills expertly. She repeats words back clearly to children. The childminder models language and introduces new vocabulary such as 'wobbly' as children play. She models key phrases consistently throughout the day.
- Children keenly learn how to use their communication skills in social situations. Young children quickly understand how to hold a conversation. They talk to one another about their favourite foods. Children listen well to one another and wait for a response before commenting further.
- Relationships with parents are good. They write positively about the communication they receive. Parents are highly supported by the childminder who has an extensive knowledge of their individual circumstances. She ensures that she provides additional support for parents if needed.
- The childminder supports children as they learn about managing their personal hygiene and they quickly develop the necessary skills. The childminder tailors her provision so that children learn skills, such as toileting, when they are ready

to. This supports children in securely embedding this knowledge.

- The childminder works with parents to establish children's starting points. She frequently observes children during their play and learning experiences. This supports the childminder in making accurate assessments of children's development, which show the good progress children make. However, the childminder does not always sequence children's next steps in learning effectively. For instance, she does not consistently build on children's prior knowledge to help them make even greater progress.
- Children learn about different cultures and family backgrounds through discussion, role play, and books. The childminder is keen to incorporate traditions and celebrations from children's own backgrounds into their activities with her. For example, children learn about a range of ways to celebrate the New Year. This helps children understand that everybody is unique.
- The childminder is reflective. She broadly evaluates activities. However, this evaluation is not always precise enough. It does not focus on how to enhance the skills of the childminder even further to ensure the highest outcomes for children.
- Children go on regular outings. This provides them with ample opportunity to strengthen their large muscle skills as they run and climb. The childminder also takes them to places, such as the farm. This helps to develop their understanding of nature and the world around them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe from harm. She risk assesses effectively to ensure the safety of the environment. For example, the childminder makes alternate plans when the garden is out of action due to storm damage. The childminder knows the signs and symptoms that may indicate a child is at risk from harm. She knows how to report concerns to the relevant agencies. This includes reporting any allegations about herself or her assistant. The childminder is aware of wider safeguarding issues, such as online safety. She talks to older children about the possible dangers to ensure that they keep themselves safe while online.

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

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

- sequence the curriculum more precisely so that it effectively builds on children's knowledge and further improves children's outcomes
- further develop the process of self evaluation to raise the quality of teaching even higher.

## Setting details

<b>Unique reference number</b>	EY415316
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10130162
<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 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	17 October 2019

## Information about this early years setting

The childminder registered in 2010. She lives in Southampton, Hampshire. The childminder operates on Tuesday to Fridays between 7am and 5.45pm. She also works before and after school on Mondays. She provides care all year round. The childminder has a childcare qualification at level 3 and occasionally works with an assistant. The childminder provides free early education for three- and four-year olds.

## Information about this inspection

### Inspector

Natasha Jarvis

### 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 childminder discussed her curriculum intentions with the inspector during the learning walk.
- Parents shared their views with the inspector through written feedback.
- The childminder and the inspector observed and evaluated an activity together.
- The inspector observed the childminder and children throughout the day.
- Children chatted to the inspector and shared their views.
- The inspector sampled relevant documents.

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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