

Childminder report

Inspection date: 10 March 2022

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

The provision is good

Children have strong attachments with the warm and loving childminder. They feel safe and secure. Children are inquisitive and keen to learn. Overall, they make good progress in their learning and development. Children are confident and self-assured. They have high levels of self-esteem. Children are happy and are keen to include the childminder in their games. They are confident in expressing their views, wants and wishes. The childminder has high expectations. Overall, children listen well and follow instructions. They learn how to be independent in their personal care. The childminder supports children well with this. For instance, very young children learn to do up the straps on their shoes. Older children learn how to put their shoes on all by themselves.

Children learn about everyday routines as the childminder skilfully supports their play. For example, they learn to lay the table as they play 'restaurants'. Children develop their fine motor skills as they play. They copy the childminder with great delight as she demonstrates how to thread pasta tubes onto a pipe cleaner. Children show good fine motor control as they persist at threading the pasta tubes. Older children enjoy supporting the younger children that need extra help with this activity.

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

- The childminder has a broad overview of what she would like children to learn. She regularly observes them and monitors their progress. The childminder makes good use of assessment tools to quickly identify gaps in children's learning and development. However, children's next steps and subsequently the planned activities are not always focused precisely enough on extending children's learning and development further. This does not help children make the best possible progress.
- Children develop their knowledge of the wider world and how things work through play. They are skilfully supported by the childminder as they explore. For example, she shows children how to use a watering can. They tip it as they copy the childminder's actions. Children beam with delight when the water comes out of the spout as they pour.
- The childminder evaluates regularly and uses this to develop her practice further. For example, she reflects on how well the activities went and then adapts the activity for future use.
- The childminder does not fully support children with their personal, social and emotional development. For example, she does not consistently support older children with learning how to solve conflicts with their peers. The childminder is too quick to intervene and does not always encourage children to resolve their own conflicts independently.

- Children learn mathematical vocabulary that is age appropriate and enhances their mathematical knowledge. For example, younger children learn about simple patterns left by shoe prints. Older children learn about 'heavy' and 'light' as they compare their cups of rice.
- The childminder supports children's language development well. For example, as children play with rice, she introduces words such as 'grains' to extend their vocabulary. The childminder models the correct pronunciation of words to children as they play. She talks to them constantly to extend their language skills further.
- The childminder works in partnership with parents. She accommodates children's routines from home and parents' wishes as much as possible. For example, the childminder uses the same sleep routine for children as they would use at home.
- Children learn how to keep themselves healthy. They enjoy a healthy snack of different fruits. Children learn how to keep themselves safe. For example, older children learn how to use tools, such as knives, safely to cut up their snack. They talk knowledgeably about chopping grapes so that they do not choke.
- The childminder understands the importance of sharing information about what children can do with others involved in their care. For example, she shares information with other settings the children attend. This supports their continuity of learning between settings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder puts the children's well-being and safety first and foremost. She has a secure knowledge of the signs and symptoms that may indicate a child is at risk from harm. The childminder knows how to report concerns to the relevant agencies. This includes how to report allegations against herself or household members. The childminder regularly risk assesses her environment and ensures appropriate preventative measures are in place. For example, there is a cover on the treehouse steps so that children cannot access it without adult supervision. The childminder attends regular training to keep her knowledge up to date. This develops her wider safeguarding knowledge, for instance her understanding of county lines.

What does the setting need to do to improve?

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

- strengthen the focus on children's next steps to ensure activities are tailored precisely to meet children's needs, to help them make the best possible progress
- help children to understand how to resolve conflicts independently, to support their personal, social and emotional development further.

Setting details

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| Unique reference number | 131437 |
| Local authority | Southampton |
| Inspection number | 10136266 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 1 to 8 |
| Total number of places | 6 |
| Number of children on roll | 9 |
| Date of previous inspection | 15 January 2016 |

Information about this early years setting

The childminder registered in 1988. She lives in Southampton, Hampshire. The childminder is able to offer funding for the provision of free early years education to children aged two, three and four years. She operates Monday to Thursday from 7.30am to 5.30pm all year round.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder discussed her curriculum intentions with the inspector during the learning walk.
- The childminder and the inspector observed and evaluated an activity together.
- The inspector observed the childminder and children throughout the day.
- Children shared their views with the inspector as they played together.
- 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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