

# Childminder report

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Inspection date: 12 May 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 benefit from a loving and kind childminder who fosters each child as a unique individual. They are happy, show they feel secure in her care and demonstrate strong relationships with their peers. For example, children help their friends achieve their goals and demonstrate how to use the scooter. They make independent decisions in their play and support each other in connecting the train track together. Children are curious and make marks in different ways, such as drawing with chalks. They listen to each other with genuine interest as they talk about the marks they make. Children receive consistent praise from the childminder, which boosts their confidence and self-esteem. They have strong bonds with her and thoroughly enjoy their time in her care.

Children benefit from a childminder who provides them with vast learning experiences that build on their understanding of the wider world. For example, children enjoy visits to an allotment. They plant and harvest vegetables, which builds on their understanding of where food comes from. Children visit garden centres and enjoy treats at the café. They learn the value of money and delight in outings to local shops to buy their healthy snacks. All children make good progress from their starting points.

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

- The childminder observes children as they play. She accurately assesses their learning and integrates their next steps into the curriculum effectively. The childminder demonstrates this as she challenges children's literacy skills as they play. For example, children delight in reading stories, such as 'The Very Hungry Caterpillar'. They focus intently and recite familiar phrases. Children hunt for related props in the garden. They excitedly exclaim, 'I found one,' and enthusiastically recall the story.
- Children develop their mathematical skills well. They illustrate this as they collect sticks in the garden, use language such as 'bigger' and 'smaller' and compare differences in size. During snack time, younger children count their slices of banana, and older children learn new words, such as 'a half' and 'a quarter'.
- The childminder supports children's independence skills well. For example, children put on their shoes ready to play outside and willingly complete small tasks, such as tidying up toys and helping to set the table. Children benefit from home-cooked, well-balanced healthy meals every day. They know to wash their hands before eating and after using the toilet. However, the childminder does not consistently build on their understanding of practices that contribute towards their good health, such as when they cough or sneeze.
- The childminder gets to know children and their families well. She ensures a good two-way flow of communication. She seeks and shares information on

children's progress with parents and staff at other settings that the children also attend. Consequently, any gaps in children's learning are swiftly identified. Parents are highly complimentary and comment positively about the childminder. They say that she is 'incredible' and their children 'love attending'.

- Children learn how to think about risk, such as when climbing trees. They enjoy outings to the beach and delight in visits to the lake to feed the ducks. This helps them to stay safe around water. The childminder teaches children about road safety and stranger danger. However, she does not build on children's understanding of how to stay safe should they use digital media at home.
- Children behave well. They respect their friends and share their toys without hesitation. For example, in the garden they share the rake and the shovel as they dig in the soil and clear up the leaves under the trees. Children demonstrate good manners. They illustrate this as they wait patiently and politely ask the childminder to cut them some more melon.
- The childminder regularly reflects on her provision and has a strong vision for her setting. She updates her skills, such as through webinars, and uses her new knowledge to benefit children. For example, she has recently updated the progress check for children at age two. This has had a positive impact on their ongoing development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She completes regular training and ensures she keeps up to date with the latest guidance and legislation. The childminder has a good knowledge of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows the procedures to follow and the people to contact should she have a concern. The childminder supervises children well, to ensure their well-being.

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

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

- build on children's understanding of personal hygiene practices even further
- improve knowledge of how to help children to become aware of potential dangers and hazards when they use technological devices to access the internet.

## Setting details

<b>Unique reference number</b>	EY445155
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228654
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	6 September 2016

## Information about this early years setting

The childminder registered in 2012. She lives in the Locks Heath area of Southampton, in Hampshire. The childminder operates Monday to Friday, from 7.30am to 6.30pm, for most of the year. She holds qualified teacher status.

## Information about this inspection

### Inspector

Jane Franks

### 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 her evaluation of the setting.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- The childminder discussed children's progress and next steps with the inspector.
- Parents' views were taken account of by the inspector.
- The inspector sampled documentation, including evidence of suitability and children's records.

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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