

Childminder report

Inspection date:

6 September 2022

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

The provision is good

Children happily play alongside friends in this warm and welcoming setting. They are treated with kindness and care by the childminder and assistant, who nurture children's emotional development. They thoroughly enjoy sharing news with the childminder and assistant, who enthusiastically respond, encouraging a sense of belonging.

The childminder and assistant share conversations with children about how to keep safe during play and managing risk, and they are patient and attentive to each child. For example, they talk about how to kick the ball safely in a game with friends and help children ride scooters safely up a ramp. Children display a strong level of confidence and communicate clearly with staff and friends. They have a close bond with the childminder and assistant, who meet children's needs quickly. Children laugh and recall memories of play, pointing at photos displayed around the room as they remember what they previously learned.

Children excitedly join in with familiar songs and action rhymes. They joyfully sing and wait with anticipation to jump up quickly like hopping bunnies. They recall sounds and actions with joy and sing proudly together. Children intently play matching games and work together to complete puzzles. These experiences help children develop their skills and make good progress in their communication and language development.

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

- The childminder has a strong vision for the setting. She passionately supports children to feel at ease in the setting and confident to explore and play. She promotes kindness and care through positive communication. Children are considerate, happy and display a strong sense of self.
- The childminder works well with parents to support children's transition into the setting. Parents are asked to provide information to aid a smooth transition, and the childminder works positively with parents as children settle. Parents praise the childminder's communication and reassurance during settling in, and they receive clear regular communication and updates. Parents feel very happy with the progress children make.
- Prompt support is provided for children with additional needs to support their access to learning. Staff complete training to meet the needs of the children and work supportively with parents. The childminder seeks guidance and support from outside agencies. This helps to ensure children receive appropriate support to continue making progress.
- Children enjoy threading cotton reels onto string. They share colours chosen and count how many they have. Some children focus intently on threading and enjoy

the challenge of succeeding. However, the childminder and assistant do not consistently give the most able children the opportunity to extend their ideas further to help them make the best possible progress.

- Children work together to tidy up, encouraged positively by staff. Children know where toys go and help each other carry and tip boxes. The childminder supports children to build resilience. For example, they nurture children to keep trying to catch a ball with positive encouragement. Children feel comfortable to persevere and enjoy the support they receive from staff and other children.
- Children excitedly get ready to go outside, finding their boots and coats. They put on their boots independently and help others find boots in the box. However, on occasion, the childminder completes simple tasks for children that they could easily attempt for themselves, such as getting a tissue to blow their nose. This has an impact on opportunities for children to further extend their independence skills.
- The childminder and assistant work well as a team. They plan and reflect on their practice and help each other to develop ideas. The childminder gives positive support to her assistant, role models practice and provides opportunities for training and development.
- Children joyfully play ball games outside together. The childminder supports children to count as they throw and catch and asks children what number comes next. Children cheer each other on as they throw and laugh excitedly as the ball goes over their head or onto a roof. The childminder repeats words that children use, such as 'over', 'under' and 'through', to describe what happens. She includes all children in the games and older children support younger children in play, sharing instructions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibilities to keep children safe. The childminder and assistant know the signs of concern to spot to ensure children's safety. They have completed training and have clear procedures to follow in the event they are concerned for a child's safety. The childminder is aware of her duty to ensure the ongoing suitability of staff. The childminder and assistant know how to raise concerns regarding staff suitability. The childminder checks the premises and makes sure equipment, such as a safety gate, is in place if needed, to support children's safety.

What does the setting need to do to improve?

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

- strengthen teaching skills to ensure all children are able to build on their ideas and experience new challenges to help them make the best possible progress

- provide more support for children to practise simple tasks for themselves and further develop their independence skills.

Setting details

Unique reference number	161014
Local authority	Southampton
Inspection number	10228295
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	0 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 October 2016

Information about this early years setting

The childminder registered in 2001. She lives in Southampton, Hampshire. The childminder offers care from 7am to 6.30pm, from Monday to Friday. She regularly works with an assistant. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder is qualified to level 5 in childcare and education.

Information about this inspection

Inspector
Elizabeth Austin

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the children, the childminder and the assistant in the main room, garden and kitchen.
- The inspector and the childminder conducted a joint observation of the assistant.
- The inspector spoke to the childminder and assistant at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector about the games they were playing.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder and inspector conducted a joint observation of a group activity.
- The childminder provided the inspector with a sample of key documentation on request.

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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