

Childminder report

Inspection date:

14 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 are happy, settled and secure. The childminder creates a warm family feel to the setting. Children feel welcomed and are eager to start their day. Children form secure emotional attachments with the childminder and her assistant. This helps children to feel safe. Children are confident to indicate they need help or to seek reassurance from adults. For instance, younger children approach the childminder with their arms open to communicate their need for a cuddle.

Children develop warm relationships with each other. The childminder and her assistant are positive role models for children. Their enthusiastic, caring and welcoming approach greatly supports children's emotional well-being. Subsequently, children show respect towards each other, and they happily play together for long periods of time. Children respond positively to gentle reminders about expectations for behaviour. Children's behaviour is good, and they learn to share and take turns, such as when they offer small wooden pins to their friends.

The childminder offers a good balance of adult- and child-led activities. This helps children, including children who are bilingual and those who speak English as an additional language, to make good progress. All children develop skills and knowledge they need for the next step in their learning and development.

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

- The childminder and her assistant give effective care and attention to meet children's individual needs. The childminder is very attentive to children and knows each child's routine very well. For example, she organises her day so the younger children have their meals and rest at appropriate times. As a result, children develop a positive sense of self, and their needs are valued.
- The childminder offers lots of praise and encouragement to children. This supports their confidence and self-esteem. Children are motivated and keep on trying, even if they experience challenges. For instance, younger children use their fingers and later both hands to cut the shapes from the play dough.
- Children develop a love of books. Younger children enjoy turning pages and pointing at the pictures. Older children practise reading with the childminder's support. Children babble and smile as they move the bodies when they hear familiar songs and rhymes. This supports the development of children's emerging early literacy skills, preparing them for later learning.
- Children have opportunities to learn about the world around them as they explore the wider community. For example, children learn to respect other readers by being quiet when they visit the library. Children develop good social skills when they meet other children while exploring local parks. The wide range of experiences helps children to develop the skills and knowledge they need for

their future learning.

- Children develop an interest in mathematics from a young age. They learn about shapes and how to count in sequence. For instance, children join in and count with their fingers. Children learn about the different characteristics of each shape. For example, that the circle is round.
- Overall, the childminder has established a clear curriculum. She incorporates children's evolving interests and uses this effectively to support their learning. Children make good progress from their starting points.
- The childminder has a strong focus on developing children's social and emotional, communication and language skills. She supports children well to learn about their own feelings and those of others. Children learn new words and explore meaning during play. However, the childminder has not fully extended strategies to further support children's communication and languages skills, to help them make the best possible progress. For example, she does not consistently make full use of opportunities to model new language.
- The childminder reflects on her and her assistant's practice and the experiences she provides for children. She recognises the importance of involving children and parents to help identify areas for improvement. The childminder completes relevant training and shares her knowledge with her assistant and household members.
- Parents comment very positively about the childminder and the care children receive. They say the childminder is kind and very welcoming. The childminder supports individual children's needs, interests and their passions. Parents are happy with the progress their children are making.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge about the possible signs and symptoms that may indicate a child is at risk of harm. She understands the importance of taking swift action to report any concerns about children's welfare to other professionals. This includes reporting any concerns about other adults working with children and concerns about household members. The childminder understands statutory ratio requirements and how to keep children safe at all times. For example, she knows her assistant cannot solely look after children without a valid full paediatric first-aid certificate. The childminder is now clear about changes she must report to Ofsted. This includes changes to the opening hours and to the provision of overnight care.

What does the setting need to do to improve?

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

- build further on skills in modelling new vocabulary and consistently supporting

children's communication and language development, to help them make even better progress.

Setting details

Unique reference number	EY421169
Local authority	Southampton
Inspection number	10228554
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 12
Total number of places	12
Number of children on roll	12
Date of previous inspection	17 November 2016

Information about this early years setting

The childminder registered in 2011. She lives in Shirley, in Southampton, Hampshire. The childminder provides care for children Monday to Sunday, between 8am and 8pm, and offers overnight care. The childminder occasionally works with an assistant. The childminder receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Karolina Klepacka

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, and assessed the impact on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records and a sample of other documentation.
- The inspector spoke to parents during the inspection and took account of their written feedback.

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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