

Childminder report

Inspection date: 19 January 2023

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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 | Not applicable |
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What is it like to attend this early years setting?

The provision is good

Children are happy, confident and safe at this warm and welcoming setting. The childminder aims to provide a home-from-home feel for the children in her care. The playroom learning environment is exciting and stimulates children's senses. There are a range of interesting toys and equipment for children to access independently. Children show confidence in choosing what they would like to play with. Children have many opportunities to help develop their sense of self. They benefit from a good range of toys and resources that help them to understand equality and diversity.

The childminder's interactions are consistently warm and caring. This supports children's behaviour well. Young children use the childminder as their secure base from which to explore the world around them. The childminder instinctively reacts to their needs, giving them lots of reassurance and supporting their physical and emotional well-being effectively. There are good opportunities for children to develop physical skills, such as their hand-to-eye coordination when playing a range of instruments. Children bang a drum and move and wiggle to the nursery rhymes they choose for the childminder to sing.

Children learn to develop their independence skills. For example, when asked by the childminder, they find a tissue and have a go at wiping their own noses. Children know they must put their tissue in the bin and wash their hands afterwards. This helps children begin to learn good hygiene routines.

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

- The childminder develops warm and nurturing relationships with the children. She spends time playing alongside them and delights in their company. Children seek out the childminder for comfort and she celebrates their efforts and achievements with praise as they play. As a result, children are confident. They get involved in a range of experiences and behave well.
- Young children's fine motor skills are well promoted. Children use a range of tools as they roll and make marks in play dough. They demonstrate high levels of focus and attention. The childminder offers a wide range of loose parts, building on children's fascinations and interests. For example, children explore a range of blue items, such as pebbles and cones, to reinforce their emerging knowledge of colours.
- The childminder builds on children's love of books. She supports early language and communication with the youngest children while looking at hard-backed sensory books. For example, she points to the pictures and responds to young children's gestures and babbles with interest. The childminder provides a running commentary on children's actions. This supports their language

development and encourages them to be part of conversations. Furthermore, the childminder teaches children to use simple signs to help them communicate. She offers lots of praise as children sign 'more' for the first time. Her excitement is infectious and young children excitedly repeat the sign again.

- The childminder regularly accesses training to improve her skills and knowledge. This includes online research. Partnerships with parents are good. Parents comment on the childminder's warm interactions, flexibility and close attention paid to children's individual needs. Parents are also pleased with the progress that children are making, particularly with regards to their emerging communication and language development.
- The highly qualified and experienced childminder has a sound understanding of child development. She carefully watches children as they play and knows what they need to learn next. She plans exciting activities that engage children's interest. However, the childminder does not always ensure that planned activities focus precisely on children's individual learning needs. For example, while supporting young children to use a spoon effectively, she also provides a range of other tools and utensils for children to play with. Children use these to whisk and splash in 'gloop', which, although enjoyable, distracts from the intended learning outcome.
- The childminder offers children healthy snacks and fresh drinking water throughout the day. Parents supply lunches, but the childminder has not identified how she can encourage all parents to provide a balanced range of food in children's packed lunches. Furthermore, she does not consistently encourage children to make healthy choices about which food they eat first. This means children are not receiving consistent messages about healthy eating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. She knows the procedure to follow if an accusation is made against herself or a member of her household. The childminder completes training to support her role and ensures that her knowledge remains up to date. She ensures that her home is clean, safe and well maintained, to ensure children can explore safely.

What does the setting need to do to improve?

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

- ensure activities that are planned with specific learning intentions are well thought through and resourced to ensure children have the opportunity to

practise their emerging skills before moving on to new ones

- support parents to provide healthy packed lunches, in order to provide children with consistent messages about healthy food choices.

Setting details

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| Unique reference number | 2598730 |
| Local authority | Southampton |
| Inspection number | 10251505 |
| Type of provision | Childminder |
| Registers | Early Years Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2020. She lives in the Sholing area of Southampton. The childminder provides care Monday to Thursday, from 7.30am to 5.30pm, throughout the year, except for family holidays and bank holidays. The childminder accepts funding for children aged two, three and four years old. She holds a relevant level 3 qualification in childcare and education.

Information about this inspection

Inspector

Nina Lambkin

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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documents 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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