

Childminder report

Inspection date: 26 January 2023

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 and enjoy their time with the kind and nurturing childminder. They have access to a wide range of activities and toys. For example, they excitedly explore activities set up for them. Children practise the skills they need to blow bubbles. The childminder encourages them to keep on trying until they succeed. Children enjoy playing and exploring in the garden. There are plenty of opportunities for them to develop their physical skills, as they jump, run and climb.

Children behave well. They are beginning to take turns and be friendly to each other. The childminder uses praise as she acknowledges their achievements. Children learn to tidy up as they get ready for lunch. The childminder makes it an enjoyable experience. For instance, she challenges children to see who can find the red frogs first. Children show enthusiasm in songs and nursery rhymes. They confidently request their favourite songs. They dance, jump and excitedly move about as they sing. Babies watch older children with fascination. They are keen to join in as they wiggle their bodies and clap their hands.

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

- The childminder provides the children with a curriculum that offers a wide range of age-appropriate activities and resources. She carefully thinks about how to engage children in their learning through their interests and play. For example, heavy-duty, large plastic trays are set up with logs, twigs and toy dinosaurs. This helps progress children's learning and development.
- Children benefit from a healthy diet. The childminder prepares healthy lunches for children which are nutritious and well balanced. They learn about oral health through books and activities. Furthermore, children have the opportunity to practise brushing their teeth. This helps to support children's understanding of good care practices.
- Children's language and communication skills are progressing well. The childminder models clear language when engaging children in conversations and songs. She strengthens their understanding of language by using simple sign language. For example, when asking if children would like a drink, she uses the signs for 'more' and 'drink'. This helps children to become capable communicators.
- Children are highly engaged in their play. They independently select the toys they want to play with and play alongside their friends. Babies happily babble as they freely explore a range of toys available to them. Toddlers request nursery rhymes that they dance along to. Older children engage in imaginative play as they learn how to operate a toy food mixer. This contributes to children making good progress in their learning.
- The childminder embeds mathematics into the curriculum. She finds

opportunities to weave this through children's play. Children explore colours, sorting, matching and counting during their time in the setting. For example, babies listen with attention to number rhymes. Younger children count bubbles during garden play. Older children confidently name circles as they paint. This supports children's confidence when using mathematics in their play.

- Overall, care practices are good. Children are learning to become more independent as they put on their own shoes. Older children help set up for lunch by placing cutlery on the table. Children eat healthy and nutritious lunches. However, on occasion, the childminder interrupts children's learning to initiate routines such as lunchtime. For example, children become frustrated when they are asked to stop playing and wash their hands before eating. This means that transitions between activities are not highly effective.
- The childminder and her co-childminder work extremely well together. They reflect on their practice and identify opportunities to enhance teaching skills. For example, the childminder has completed a basic sign language course. She uses the knowledge gained to further support children's speech and language development. She has a clear vision and seeks to provide inclusive care for the children in her setting.
- The childminder works in partnership with parents and shares information about children's learning and development. She gathers feedback from parents to improve her practice and her setting. Parents comment that they are very happy and the support they receive is welcomed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She is aware of other safeguarding issues, such as the 'Prevent' duty. The childminder demonstrates a clear understanding of the signs and symptoms that might indicate a child is at risk of neglect or abuse. The childminder knows the procedures she must follow if an allegation was made against her or a household member. Risk assessments are completed to ensure her home is safe and secure.

What does the setting need to do to improve?

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

- strengthen the support provided to children to ensure that they have a smooth transition between their play and routine tasks.

Setting details

Unique reference number	148842
Local authority	Southampton
Inspection number	10234247
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 March 2017

Information about this early years setting

The childminder registered in 2001. She is based in Southampton, Hampshire. The childminder opens from 7am to 5.30pm, Monday to Friday. The childminder receives early education funding for children aged three and four years. She works with a co-childminder.

Information about this inspection

Inspector

Kelli Wiseman

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that it was having on children's learning.
- The inspector took account of the written views of parents.
- 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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