

Childminder report

Inspection date: 21 April 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder has wonderful relationships with the children. There are exceptionally warm bonds between them. Children are keen to include the childminder in their play. Children giggle in absolute delight as she plays with them. Children are extremely kind, thoughtful and caring towards one another. They play together beautifully, cooperating extremely well as they create a world of fantasy with 'fairies' and 'fairy houses'. Children listen intently to one another and engage in meaningful two-way conversations that take into account what the other has just said. They happily take turns with different toys without any prompting from the childminder.

The childminder expertly introduces new concepts, such as 'predications', as children play. Children develop an understanding of 'glow in the dark' as they experiment with special stones, trying different ways to make them glow. Children demonstrate their extensive knowledge as they recall learning from previous activities and experiences. For example, they know that the stones need light to glow and recall using torches before. The childminder very skilfully introduces the idea of making comparisons to children as they play. She encourages them to think about which place is darker and where the stones shine brighter. Children excitedly work together to find the best method to make their stones glow. Children celebrate their successes together with such joy as their love for learning shines through.

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

- Children are celebrated as individuals. The childminder puts the children and achieving the best outcomes for them at the forefront of everything that she does. The childminder has very high aspirations for all children. She is determined to help every child make the best possible progress, and works tirelessly to achieve this.
- The childminder has a very clear vision for her curriculum. Children make significant progress in their learning and development. The childminder knows exactly what she wants each child to achieve. Next steps in learning are unique and tailored specifically to each child.
- The childminder plans activities that are based on children's own wants and needs, while developing essential skills. For example, after noticing that children became frustrated that they could not independently open their yoghurts, she devised an activity to replicate opening yoghurt pot lids. This means that children are able to practise the skill over and over again. The childminder recognises the importance of helping children to develop and strengthen the muscles in their shoulders and arms so that they can succeed at opening their yoghurts.

- Children think of others before themselves. They confidently use the skills that they have learned from the childminder to resolve minor conflicts independently. For example, they discuss with the childminder that the other child will like playing with a particular toy so they give the toy to them.
- The childminder is passionate about and dedicated to her own professional development and that of her assistant. The childminder undertakes highly relevant and useful courses, such as speech and language and mentoring other childminders. This enables the childminder to constantly evaluate her own practice to ensure that children are getting the highest quality experiences.
- The childminder is exceptionally knowledgeable about the children and their different needs. Through meticulous, ongoing assessment she promptly identifies any emerging gaps in children's learning and takes action to address these. For example, she has instigated an extensive speech and language therapy programme. This has had a significant impact on the progress that children make with their communication skills.
- Children make rapid progress in their language development. The childminder very successfully builds on children's vocabulary. For example, she introduces new language, such as 'glowing' and 'absorbing'. The childminder repeats words back clearly to children by blending them into her conversation with them exceptionally well. Children begin to use the words that they have learned independently in their play. The childminder provides children with the time that they need when responding to questions, without rushing them.
- Parents comment that the childminder is 'just like family' and that it is such a 'home from home'. They eagerly discuss how the childminder supports them with 'everything and anything'. Parents feel that the childminder communicates exceptionally well with them and ensures that they are kept up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure knowledge of the signs and symptoms that may indicate that a child is at risk of harm. She is aware of her responsibilities, including reporting any concerns to the relevant local safeguarding partners. The childminder understands the processes to follow if there was an allegation made against her or a member of her household. She demonstrates a secure understanding of ensuring the suitability of her assistant childminder. The childminder teaches children and families about keeping safe online. The childminder carries out thorough risk assessments and supports children as they begin to learn how to manage risk independently.

Setting details

Unique reference number	EY421849
Local authority	Southampton
Inspection number	10282739
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 March 2018

Information about this early years setting

The childminder registered in 2011 and lives in Peartree, Southampton. She very occasionally works with an assistant. The childminder works Monday to Friday, throughout the year. She holds early years professional status. The childminder accepts funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natasha Jarvis

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 discussed her curriculum intentions with the inspector during the learning walk.
- Parents shared their views with the inspector through discussion and written feedback provided by the childminder.
- The inspector observed the childminder and children throughout the day.
- The inspector sampled relevant documents.
- The childminder and the inspector held discussions at appropriate moments.

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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