

Childminder report

Inspection date:

6 December 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

Relationships between the childminder and the children in her care are warm and positive. Children naturally approach her for cuddles and reassurance, and they quickly settle and become confident, such as with a visitor in the home. The childminder provides a nurturing environment with a wide range of activities that children clearly enjoy. Children enthusiastically select resources of interest. For example, older children build towers with construction bricks and are supported by the childminder to learn about size. Younger children focus intently, and when they successfully connect bricks together they excitedly say, 'I did it.'

The childminder supports children's independence skills effectively. For example, children help to tidy away toys, and they manage their personal care needs well and know to wash their hands before eating. They discuss the importance of washing away germs to avoid cross-contamination.

The childminder is a good role model and sensitively reminds children of behavioural expectations. Children behave well. They are polite and show kindness and consideration to their friends. For instance, older children find toys for their younger peers and support them to complete puzzles. The childminder praises children for their achievements, which boosts their confidence and self-esteem.

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

- The childminder spends time getting to know children well. When children first start, she gathers detailed information from parents, including children's existing abilities, which she uses to help form her initial assessments. The childminder continues to assess children and plans a curriculum that focuses on their next steps in learning.
- The childminder offers a language-rich environment. She engages children in discussions and provides a narrative as they play. For example, as children mould dough into shapes, she talks to them about what they are making. Children are curious and motivated to learn. However, on occasion, in her enthusiasm to join in children's play, the childminder is a little directive. She does not always allow children time to explore and think through their own ideas. This would help them to further develop their problem-solving skills.
- The childminder supports children to develop their early writing skills well. For example, children build their small-muscle skills as they manipulate play dough. They access a range of different resources to make marks. Young children draw pictures and display high levels of concentration for their age.
- Children demonstrate strong bonds with their peers. They are polite and use words such as 'please' and 'thank you' as they engage in their play. They show good manners and wait for their friends to finish eating before leaving the table.

- The childminder has formed close partnerships with parents. She shares information about children's ongoing progress and guides parents on how to support their child's learning at home. However, the childminder has not developed links with all other early years settings children attend, to help build the strongest picture of children's overall development.
- The childminder supports children's knowledge and understanding of the local community effectively. For example, children visit parks and local ponds to feed the ducks. They enjoy outings to groups in the community, which helps to build on their social skills.
- The childminder helps children to learn about themselves and their families. For instance, children delight in sharing words in their home languages. They take part in key cultural celebrations, which helps them to understand and learn about similarities and differences in the wider world.
- The childminder is devoted to the children and speaks passionately about her role. She works very hard to maintain quality and to develop her own practice. The childminder ensures that mandatory training is up to date, which helps her to keep children safe and well. However, she does not seek and explore further training opportunities to help raise the quality of her provision to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can recognise the signs that may indicate a child is at risk of harm. She knows where to refer any concerns she may have about a child in her care and who to contact in the event an allegation is made against her or a member of her household. The childminder ensures that the areas she uses for childminding are free of any potential hazards, to help ensure the safety of children in her care. She teaches children how to stay safe, such as when crossing roads when they go out on trips in the local community.

What does the setting need to do to improve?

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

- strengthen interactions with children to help them think about and express their own thoughts and ideas
- develop partnerships with all settings that children also attend to promote continuity in children's learning and development
- identify training and development needs to help strengthen knowledge and raise the quality of the provision to an even higher level.

Setting details

Unique reference number	EY482099
Local authority	Southampton
Inspection number	10287370
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	1 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	9 November 2017

Information about this early years setting

The childminder registered in 2014 and lives on the outskirts of Southampton, Hampshire. She operates for most of the year from 9am to 6pm, Monday to Thursday. The childminder holds an appropriate home-based childcare qualification.

Information about this inspection

Inspector

Jane Franks

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 setting.
- The inspector took account of the views of parents and carers through written testimonials.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector and the childminder observed children during activities and had a follow-up discussion about children's learning and development.
- The inspector spoke to children and the childminder at appropriate times during the inspection.

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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