

Childminder report

Inspection date: 30 January 2024

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 have strong bonds with the warm, kind and caring childminder. They are keen to share things of importance to them with the childminder, such as their favourite stickers.

Children enjoy exploring the texture of the play dough as they create different things, such as 'flowers'. They remain focused and engaged throughout. Children behave well. The childminder frequently praises children for their efforts and encourages them to keep going. For example, she supports children, who are not yet mobile, as they work out how to reach new toys. Children beam in delight when they succeed.

Children enjoy listening to stories as they curl up with the childminder. They join in with the phrases they remember, such as the sounds that animals make. The childminder sings nursery rhymes throughout the day, which helps to further develop children's literacy and language skills.

The childminder develops children's physical skills in a range of ways. Older children develop their small muscle skills as they explore using a needle and thread. The childminder ensures that she provides the youngest children time to explore while laid on their tummy to build up their core strength.

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

- The childminder wants children to be confident and happy. Her curriculum focuses on children developing their mathematical and literacy skills, such as building on children's knowledge of numbers. However, the curriculum does not yet precisely focus on building on what the youngest children know and can do.
- The childminder knows the children well, and they make good progress in their learning and development. However, children's next steps in learning are, at times, too broad and do not precisely identify what the childminder wants children to learn next. This means that, on occasion, teaching is not sharply focused.
- The childminder undertakes professional development. For example, she has recently undertaken further training on safeguarding and first aid. This helps to keep the childminder's knowledge up to date and helps to ensure the safety of children.
- Children go on regular walks in the community. They also look at books and resources to learn about different people and communities. This helps to develop children's understanding of the world around them.
- The childminder develops the language skills of children in a range of ways. She encourages the youngest children to babble and make sounds. The childminder

recognises when children are trying to communicate and responds appropriately. She introduces new vocabulary to older children, such as 'turrets' as they discuss castles.

- Children who speak English as an additional language make good progress. The childminder works with families to ensure that children's native language and culture are included in her provision. For example, the childminder teaches about festivals that are important to each family, such as Polish Christmas eve. This helps children develop a sense of belonging at the childminder's home as well as learning more about each other.
- Overall, children have a good understanding of what is expected of them and their behaviour. They know the rules and boundaries of the provision. For example, they know to help tidy up at the end of their day.
- The childminder has a good understanding of how to support children with special educational needs and/or disabilities. She knows how to access further training and support should she need to. The childminder explains she would adapt her provision to meet children's individual needs as she recognises each child's needs are unique.
- Children begin to learn good hygiene practices. For example, children confidently wash their hands before meals. In addition, the childminder reminds children to cover their mouth when they cough. This helps children begin to learn how to keep themselves healthy.
- Parents feel their children are thriving in the childminder's care. They comment on the good levels of communication between themselves and the childminder. They feel comfortable asking the childminder for advice and support as and when needed. The childminder supports home learning and provides advice to parents, such as on teething and sleeping. This further supports children's development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop further the curriculum so that the youngest children's learning builds on what they know and can do in sequence
- refine children's next steps to ensure that they are precise and clearly identify what children need to learn next.

Setting details

Unique reference number	131336
Local authority	Southampton
Inspection number	10305245
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 February 2018

Information about this early years setting

The childminder registered in 1993. She lives in the Midanbury area of Southampton, Hampshire. The childminder operates all year round, from 7.30am to 3.30pm, Monday to Thursday, and from 7.30am to 12.15pm on Fridays. The childminder provides funded early education 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.
- The inspector looked at written feedback from parents provided by the childminder.
- The inspector observed the childminder and children throughout the day.
- The inspector sampled relevant documents and reviewed evidence of the childminder's suitability.
- 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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