

# Childminder report

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Inspection date: 4 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 develop secure and positive attachments with the childminder and with each other. They look to the childminder when they need reassurance, which is given to them by a cuddle and gentle words. The childminder provides a safe home where children confidently explore with ease and select the resources they want to play with.

Children enjoy their time with the childminder and with their friends. They confidently play together and take turns during activities. Children giggle as they play 'tricks' on the childminder, saying the wrong colour of animals while placing them in the incorrect pot, even though they know the correct way. This shows they are at ease, and they feel secure and happy. The childminder encourages children to develop self-care needs, such as toileting independently and self-selecting the food they want to eat. Children behave well. The childminder is quick to remind children calmly on the rare occasion they have forgotten that they must share the toys.

The childminder has high expectations for all children's learning. She provides children with activities to learn about the world around them. For example, she takes them to the park and to visit local places, including a café where they order and pay for their own food and drink.

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

- The childminder keeps herself up to date with changes in the early years sector and legislation. She attends regular training and implements this in her day-to-day practice to improve outcomes for children. The childminder is very confident in how to keep children safe and knows the process to follow if she has any concerns about a child or an allegation is made about herself or a household member.
- The childminder knows the children well. She provides activities to support children's individual development and to prepare them for the next stage in their learning, including into school. The childminder ensures that the curriculum that she provides is age-and-stage appropriate and builds on what children already know and can do. However, occasionally, the childminder focuses on the most able and vocal children and younger children are sometimes missed. This does not always support the development of early speech and language skills in the youngest children.
- Children are learning how to be resilient. The childminder encourages children to keep trying and offers them positive praise when they have achieved. For example, children build towers of bricks that keep breaking and falling over. The childminder offers them encouragement and they start again, eventually building

a tall standing tower, which they are thrilled with. However, on occasion, the childminder offers a solution before allowing children to think and solve problems for themselves.

- The childminder promotes British values with children. Children are well mannered and kind, and they support each other. For example, older children support younger children to access the bricks more easily, so they can continue their play together.
- The childminder works well with parents. She keeps them informed about what their child has done during the day and shares photos of their children throughout the day, so they can further support their child at home. Parents share what they have done with their children, and the childminder builds on this when the children are with her. For example, they discuss a child's birthday over the weekend and share how they sing 'Happy birthday' in a different language. The childminder shares information from school with parents when collecting older children, so the parent is kept up to date. Parents appreciate how well the childminder cares for their children.
- Children are enthusiastic and motivated learners. The childminder encourages children to develop their mathematical skills well. For example, children delight in counting the coloured animals into the matching pots with a pair of tongs, counting the bricks as they build a tower and counting the dolls.

## 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:**

- enhance the curriculum that is offered so that it consistently promotes the ongoing development of younger children's early speech and language skills
- give children space and time to think and solve problems to build on what they already know and to promote their self-esteem.

## Setting details

<b>Unique reference number</b>	131241
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10317199
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	1 May 2018

## Information about this early years setting

The childminder registered in 1995. She operates all year round, from 7.45am to 5pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant qualification at level 3. The childminder is also a registered foster carer.

## Information about this inspection

### Inspector

Jayne Godden

## 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 that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children. The children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector by email during the inspection.
- The childminder provided the inspector with a sample of key documentation 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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