

Childminder report

Inspection date: 22 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides children with a safe, secure and nurturing environment. She tailors their settling-in experience to meet their individual care and welfare needs well. Parents comment that they value this highly. In addition, the childminder works closely with parents right from the start to find out about children's interests and achievements. She uses this information to start building on children's next steps in learning. She carefully plans each day to ensure she has activities that will motivate children. For example, children are persistent and eagerly practise new skills. They focus intently tipping, pouring and transferring resources in the garden.

Children are keen to join in with activities. They enthusiastically use their fingers and tools to shape and make holes in dough. For example, they bang golf tees into play dough with a hammer. This supports their small-muscle movements well. The childminder provides children with a good range of learning experiences that capture their imaginations. Children explore their ideas confidently through play, such as expressing their design ideas during craft activities. For example, they study different patterns as they stamp and make marks with the natural resources available. Children independently make decisions and choices. This is demonstrated as they ask for more paper and paint confidently.

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

- The childminder regularly reflects on her practice. She listens to the views of children and adapts the environment to reflect on their interests. For example, she has recently introduced the use of tools, such as hammers, to suit the ability and age group of all children. Parents comment very positively about the progress their children make and the quality of care and learning they receive.
- Children learn about the natural world. They enjoy outings to local woods and collect a range of natural resources to incorporate into their play. The childminder uses opportunities such as these to encourage children to problem-solve at a young age. For example, children show curiosity as they think about the size of acorns and conkers, and work out whether they will fit down tubes. The childminder incorporates mathematical learning into a wide variety of activities. For instance, children investigate the texture of pumpkins, count the seeds inside and discuss the difference in colour and size.
- The childminder helps children to develop healthy lifestyles. For example, she provides children with regular drinks and snacks, and discusses the importance of healthy food and its effect on their bodies. Children have good opportunities to be physically active. For example, they have daily opportunities for fresh air in the garden and enjoy visits to local parks.
- The childminder works in partnership with other settings that children attend, to

enhance children's experience and maintain continuity in their learning. She accurately monitors the development of all children to help quickly close any emerging gaps in their learning. However, at times, the childminder does not fully consider how she can build on children's developing vocabulary as they play.

- The childminder helps run a toddler group and provides children with many opportunities to explore the local community. This helps children to develop their social skills, such as to manage their feelings and to listen to the ideas and views of others. Children learn about similarities and differences, such as religions and customs in the wider world. They celebrate diverse festivals and develop an early understanding about people's ways of life and traditions. Children thoroughly enjoy the time they spend with the childminder and gain satisfaction from their achievements. They are happy in the home-from-home environment and thrive in the inclusive atmosphere the childminder creates.
- The childminder builds on her skills and knowledge, such as through training. She keeps abreast of changes in legislation and implements the required amendments into her practice. This has a positive impact on children's care and learning. However, she does not focus her professional development plans precisely enough on helping her to achieve the highest level of teaching practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular safeguarding training to ensure her knowledge remains up to date. She understands the procedures to follow to refer any concerns about a child's welfare. The childminder knows the signs and symptoms which may indicate that children are at risk of harm, including of radical and extreme views. She completes regular checks of the environment to ensure that it is a safe place for children to play. For example, young children safely negotiate steps in the garden. They learn to think about their own and each other's safety, for example, when playing on large play equipment.

What does the setting need to do to improve?

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

- enhance opportunities to build on children's vocabulary to extend their already good language skills even further
- reflect further on the quality and impact of teaching, and use this to focus professional development more precisely on helping children to make the best possible progress.

Setting details

Unique reference number	EY461882
Local authority	Southampton
Inspection number	10075443
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 February 2016

Information about this early years setting

The childminder registered in 2013. She lives in Sholing in Southampton, Hampshire. The childminder cares for children on Monday to Friday from 7.30am until 5.30pm, all year round. She holds an appropriate home-based qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.
- The inspector observed the childminder interacting with children. She assessed the impact of her teaching on what children know and can do and discussed her observations with the childminder.
- The inspector spoke to the childminder and to children at appropriate times during the inspection. She also took account of the views of parents from written feedback provided.
- The inspector looked at a selection of documents, including evidence of suitability checks carried out on people living at the childminder's address.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019