

# Childminder report

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Inspection date: 6 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a relaxed and welcoming environment where children settle quickly. Children are very happy and show they feel safe as they play alongside her and bring her a cup of 'tea'. Babies respond to the childminder with beaming smiles and make sounds in response to her talking to them. Children behave well and learn to consider others as they play and learn. For instance, they showed kindness as they handed toys to babies. Children have good opportunities to make independent choices in their play and follow their interests. For example, children chose to take a doll and pushchair outside when they played in the garden.

Children benefit from the well-planned curriculum the childminder provides. Carefully planned activities challenge them and help to build on what they already know and can do. For example, two-year-old children created firework pictures using 'shiny' paint, which captivated their imaginations. They chatted about the fireworks they had seen and made the sounds they remembered hearing. The childminder helped them learn new techniques, such as blowing through straws to move the paint. Together they tapped the ends of a straw on the paper and counted the spots it made. Overall, the childminder interacts effectively with children and helps them to become confident and capable talkers.

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

- The childminder develops strong bonds with children, which promotes their emotional well-being very effectively. She uses her knowledge of attachment theory to help with this. During milk feeds she cuddles babies closely, promoting eye contact and reassurance. She makes sure babies have their comforters close by and that older children know where to find theirs if needed.
- Overall, the childminder interacts and supports children's communication and language skills effectively. She listens well, extends their vocabulary and asks questions which challenge their thought processes. Children regularly sing songs and enjoy music, which also helps develop these skills. However, on occasions the childminder does not always model and encourage children to use the correct pronunciation of words.
- The childminder helps children to develop high levels of independence and a positive attitude to learning. As a result, children are confident to use their own ideas and have a go at new things. For example, children selected the colours of paint they wanted to use and worked out how to open the bottles. They showed great determination as they squeezed the paint out. The childminder encouraged them to keep trying as she said 'squeeze hard'.
- The childminder promotes children's love of books well. For example, while reading a book she paused, allowing children to say familiar lines during a

favourite story. The children regularly use numbers and talk about size as they play, which helps them develop good mathematical skills. All children make good progress from their starting points and learn essential skills to further their learning.

- Children enjoy regular trips out in the local community, where they are physically active, meet other people and learn about the world around them. These enhance their experiences and learning. For example, children visit the aquarium and have lunch in the café.
- The childminder is a strong role model and helps children to learn right from wrong from an early age. Children learn ways to help keep themselves safe and healthy, for instance, sitting on chairs correctly and washing their hands before eating.
- The childminder develops strong partnerships with parents, who comment very positively about her. They value the regular updates she provides about their children's progress and the support she provides, for instance with toilet training. Effective information sharing with other settings that children attend helps to support children's care and learning needs.
- Since registration, the childminder has reflected on her provision and invited parents to give their opinion to help her evaluate her service. She regularly meets with other childminders to share ideas about activities that have a positive effect on children's care and learning. Although the childminder's skills and knowledge are good, she does not have a plan of how to build on the quality even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the signs and symptoms that could indicate a child is at risk of harm. She has robust safeguarding policies and procedures in place, which she implements successfully to protect children from harm. She keeps her knowledge up to date and has completed safeguarding training. This helps her to gain a broad understanding of wider safeguarding issues and understand how to identify and report any concerns. The childminder assesses risks well and takes effective steps to keep children safe in her home and when on outings. For example, she practises the emergency evacuation procedure with children.

## What does the setting need to do to improve?

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

- develop teaching skills further to ensure that the correct language is being modelled at all times, so that children hear the correct pronunciation of new words and learn how to use them appropriately

- focus more precisely on how professional development opportunities can be used to raise the quality of teaching and children's learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY551261
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10126975
<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</b>	0 to 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in the Borley Green area of Southampton, Hampshire. She provides care for children from Monday to Friday for most of the year. The childminder receives funding for the provision of free early education for children aged two, three and four years. She has an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Jacqueline Munden

### Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The childminder and the inspector completed a learning walk through the areas of the home used for childminding to see how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- A sample of documentation, including records relating to children, safeguarding procedures and the written views of parents, was viewed by the inspector.

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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