

# Childminder report

---

Inspection date: 18 December 2019

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is good**

The childminder creates a highly inclusive environment for all children. She forms strong relationships with parents right from the start, which helps her get to know their children exceptionally well. Consequently, she is able to provide a wide range of stimulating activities that follow children's interests from the outset. Children settle extremely well and show they feel safe and secure with the childminder. They enjoy extensive cuddles and attention that support their emotional well-being highly effectively.

Children invite the childminder into their play with genuine interest and ask for support without hesitation. They show good imagination and problem-solving skills and successfully build constructions, such as aeroplanes. The childminder uses opportunities such as these to encourage children to recall past events at home. Children happily engage in conversations. They listen to the childminder and show an interest in the experiences of others as they discuss outings to the beach. However, there are opportunities for the childminder to focus on children's pronunciation and developing vocabulary skills even further.

The childminder has high expectations for children's behaviour and they behave particularly well. She gives them clear and consistent messages to help them manage their thoughts and feelings. Children understand the clear explanations and instructions the childminder gives them. For example, she sensitively reminds children not to climb on their chair and they actively respond. This helps to build on their understanding of personal safety.

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

- The childminder supports children to develop their literacy skills. For example, she encourages them to use resources such as chinks, pencils and paper to make marks. Children show good control as they draw around shapes. They link sounds to letters and are learning to spell their name. Children make independent choices and select their favourite books. They act out stories, such as the 'Bear Hunt', with enthusiasm.
- Children show exceptionally high levels of independence and confidently manage tasks for themselves. They illustrate this as they help themselves to milk, pour their own drink and carefully carry this to the table, proud of their achievements. The childminder teaches children about the importance of living a healthy lifestyle. She provides a nutritious and balanced diet for children throughout the day. Children thoroughly enjoy their meals. They eagerly find their plates and serve their own food. This promotes their self-help skills highly effectively. Children have an abundance of opportunities to practise their physical skills. For example, they enjoy visits to local parks, and regularly go further afield, such as

to explore the forest. They have wonderful opportunities to enjoy real-life experiences, such as outings on buses. This helps to promote their understanding of the wider world highly effectively.

- The childminder regularly observes children and assesses their learning accurately. She knows children well and plans the educational curriculum based on what they know, understand and can do. This is illustrated as she uses her extensive range of resources to enable children to learn and practise new skills and concepts in a variety of ways. For instance, children demonstrate an understanding of shape and positional language as they hang decorations on their own Christmas tree. They use resources such as tweezers, and show high levels of self-control as they keep trying when some tasks are tricky. The childminder is positive and animated in her interactions with children. However, on occasions, she misses opportunities to build on children's pronunciation and developing vocabulary, to help them make the best possible progress.
- The childminder regularly updates her skills and knowledge, such as by completing training, and she consistently reflects on her practice. This helps to promote continuous improvement, which has a positive impact on children's outcomes. The childminder illustrates this as she is constantly changing the environment to reflect on the children's next steps in learning.
- The childminder works highly effectively with professionals at other provisions children also attend. She shares information on children's progress in a variety of ways, such as through visits to the setting and verbal discussions. This ensures a consistent approach to children's care and learning. Parents speak extremely positively about the support their children receive and are delighted with the variety of experiences their children have on a daily basis. They comment that their children's confidence and independence have flourished since being with the childminder.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder organises her provision well. She implements her robust policies and procedures and provides a safe and secure environment for children. The childminder ensures she keeps up to date about any changes to legislation. She actively maintains her first-aid qualification and attends regular safeguarding training, which contributes to children's well-being. The childminder demonstrates in detail the signs and symptoms of abuse. She has a good knowledge of wider safeguarding issues and understands the procedures to follow to ensure she meets children's welfare needs.

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

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

- extend opportunities to build on children's pronunciation and vocabulary skills even further.

## Setting details

<b>Unique reference number</b>	EY476202
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10075841
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	11 July 2016

## Information about this early years setting

The childminder registered in 2014. She lives in the Rownhams area of Southampton, Hampshire. The childminder provides care Monday to Friday, throughout the year, from 7am to 6.45pm. Funding is accepted for the provision of free early education for children aged two, three and four years. The childminder holds a qualification at level 3 in childcare.

## 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 the childminder's teaching on what children know and can do and discussed her observations with the childminder.
- Discussions were held with the childminder at appropriate times during the inspection. The inspector 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019