

# Childminder report

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Inspection date: 7 January 2020

<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

Children enjoy the childminder's company and have a strong bond with her. They enjoy the welcoming environment. There is a wide range of resources and equipment easily accessible to them and this enables them to lead their own play. Children behave exceptionally well and receive clear instructions on what is expected of them. They develop an awareness of healthy lifestyles and talk with the childminder about why it is important to eat their sandwiches before their other lunch foods and to go out in the fresh air. Children learn how to keep themselves safe, such as only eating when sitting down, how to use the trampoline safely and why it is important to not push their friends.

The childminder has high expectations of what children can achieve. She encourages them to build on their skills during their play, such as how to communicate and manage their feelings. For example, during a story session about a sheep and his new scarf, children receive encouragement to demonstrate their growing understanding of emotions. Children share how they think the characters are feeling. They say they were 'scared', 'frightened' and 'happy', and then find the corresponding 'emotion face' card to talk about with the childminder. They enjoy role play and ask the childminder to pull them out of the mud with a 'scarf' just like the sheep did in the story.

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

- Children develop good physical skills and build on their relationships with each other. They confidently climb up the slide's steps to then go down. Children use bubble wands to create bubbles and encourage their friends to pop them, and cooperate on the see-saw to make it go up and down.
- The childminder knows children well and uses their play to extend their next areas for learning well. As young children complete large floor puzzles she encourages their physical skills and concentration when they match colours and shapes. For example, she reminds them to 'remember the straight edge', and to manoeuvre the pieces themselves until they fit into place. When children want to prepare 'coffee' for the childminder she asks if they can make a birthday cake and discusses what ingredients might go in this.
- The childminder observes children and assesses where they are in their development. She identifies next steps for their learning and then helps children to achieve these during their play. For example, during outside play, she incorporates gel beads into the water tray and encourages children to feel these as they pour them between containers and scoop them up with spoons. The childminder encourages them to discuss what they are doing, count the number of scoops, name their colours and describe their texture. However, the childminder does not consistently use her skills to help children develop their

understanding of mathematical concepts, such as volume, size, more and less than and problem solving.

- The childminder seeks out additional information to support her professional development and to assist her in helping children with their learning. For example, after observing that children were struggling to express their feelings in a positive way the childminder sought strategies and resources to assist them.
- Partnership with parents is extremely good and the childminder works closely with them to promote continuity in children's care and learning. Children make good progress and gain the skills they need for their future learning.
- The childminder communicates exceptionally well with children as they play. She uses her conversations with them to build on their language and vocabulary, and to extend their understanding and learning. The childminder gives children information on how to develop their independence, such as finding their own resources and feeding themselves. However, strategies for supporting some children to extend their personal independence, such as being able to put their own boots and coats on, are not consistently successful.
- Children gain an awareness of healthy lifestyles and enjoy exploring their local community. For example, during walks, children practise their physical skills as they play in parks and walk through the woods. They recall and role play their favourite stories, such as pretending to hunt for bears. Children share and take turns with each other, and the childminder talks with them and helps them develop an awareness of their similarities and differences.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of how to safeguard children, and keeps her safeguarding knowledge up to date. She has a good awareness of the local authority procedures and what is required on the inter-agency referral forms if she has a concern for a child's welfare. The childminder shares her safeguarding policies with parents so that they are fully informed about what she is required to do. She completes thorough risk assessments, in her home and for outings, to help her keep children safe.

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

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

- strengthen teaching of mathematical concepts, such as volume, size, more and less than, and problem solving, to increase children's learning in this area
- develop additional strategies to assist children further in building on their personal independence skills.

## Setting details

<b>Unique reference number</b>	EY550106
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10111208
<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 8
<b>Total number of places</b>	5
<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 and lives in a residential area of Totton, in Southampton. She operates Monday to Friday 8am to 6pm, term time only. She accepts early education funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Anne Nicholson

### Inspection activities

- The childminder and inspector completed a learning walk and shared how she organises her curriculum and home environment.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- Parents' written feedback was read and taken into consideration.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures and children's developmental records.

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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