

Childminder report

Inspection date: 13 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children settle well in the childminder's home-from-home environment. They enjoy their time with the caring childminder and are at ease in her care. Children enjoy a broad range of activities and outings which support their learning and development well. They are motivated to learn and have a strong interest in the activities they take part in. The childminder has high expectations for children and what they can achieve.

Children learn about the world around them and build on their experiences. For example, they enjoy trips on the bus to go on outings. Regular visits to toddler groups help children develop their social skills and form friendships with other children. Children learn how to concentrate and are able to focus on activities for extended periods from a young age, for example when reading books with the childminder.

Children develop their understanding of the behaviour expectations well. The childminder provides clear guidance to them and identifies when children need extra support, such as learning how to share. Children help to tidy up, which supports their developing understanding of being responsible. They learn about being caring and kind. For example, they know to be gentle with the childminder's pet dog. Children develop their confidence effectively and build good levels of self-esteem through the regular praise and encouragement they receive from the childminder.

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

- The childminder knows children as individuals well and they form strong relationships with each other. She demonstrates a good understanding of what children need to learn as individuals. The childminder promotes children's learning effectively through play and activities, and provides consistently good teaching. She understands how the activities she plans and provides support children to progress in their learning and development. She provides effective interactions that help children develop their communication and language skills. For example, the childminder and children frequently sing songs and rhymes. In addition, when regularly reading books to children, the childminder asks them questions and encourages discussions about the pictures, including making good links to children's own experiences.
- Children are the focus of the childminder's time and attention. She provides well-timed interactions to help children build on their skills and knowledge. For example, she teaches children about colours while they play imaginatively with transport vehicles and a toy garage. The childminder encourages children's awareness of numbers and counting, including using everyday experiences such

as counting the stairs. Children develop their small and large physical skills. For instance, they build towers using cotton reels and use their hand-eye coordination to carefully place one on top of another. They play in the garden, go out for walks and visit the park. This helps to promote their physical well-being with fresh air and exercise.

- Partnerships with parents are strong. Parents' written comments reflect that they think highly of the childminder's service. The childminder provides parents with a good range of information. For example, she displays information for them about the early years foundation stage. Parents receive ongoing information about their children's time with the childminder, including through a written daily diary. The childminder provides information about children's development and progress, including the written required progress checks for two-year-old children. She uses these checks well to identify what children know and can do well and where they may need some further support.
- The childminder keeps herself up to date with early years practice. She completes relevant training and reflects on her practice, including gaining parents' feedback about her service. This helps her to review and develop her provision and practice. At times, the childminder does not consistently identify areas to develop, to help her build on her practice and provision even further.
- Children have suitable opportunities to learn about diversity. For example, they interact and play with resources that reflect people different to themselves. The childminder has a good understanding of children's individual backgrounds. She helps children to develop an understanding of differences. For instance, she talked to children about how different cultures and countries celebrate Christmas. However, she has not fully considered further ways to extend children's understanding of their own and other people's similarities and differences, to help build on this awareness even more.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to protect children's welfare and to keep them safe effectively. She keeps up to date with current safeguarding practice and regularly refreshes her training. The childminder knows how to recognise the possible indicators that would raise concerns about children's well-being, including those relating to extreme beliefs and radicalisation. She understands the procedures to follow if concerns do arise about children or their families. The childminder supervises children closely and teaches them about safe behaviours, such as raising their awareness of online safety.

What does the setting need to do to improve?

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

- build children's further understanding of their own and other people's similarities and differences, to help extend their awareness of these
- continue to reflect on practice to identify improvements, to maintain and raise the quality of the provision even further.

Setting details

Unique reference number	131307
Local authority	Southampton
Inspection number	10132593
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 February 2016

Information about this early years setting

The childminder registered in 1990. She lives in the Lordshill area of Southampton. The childminder offers childcare on weekdays for most of the year. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- The childminder and the inspector discussed the learning experiences that the childminder plans and provides and how these support children's progress.
- An activity was jointly evaluated by the inspector and the childminder, and the quality of teaching and the impact on children's learning was discussed.
- The areas of the childminder's home used by children were viewed by the inspector.
- A sample of documentation was viewed, including children's records and evidence of the childminder's training.
- The views of parents were taken account of through written feedback provided by them.

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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