

Childminder report

Inspection date: 20 January 2020

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

Children display good colour-recognition skills. They illustrated their knowledge during a matching activity when they collected similar-coloured pompoms together in small pots. The childminder modelled the activity well as she demonstrated how children could carefully manipulate tweezers to pick up the pompoms. Children confidently replicated the childminder's movements. They squeezed the stem of the tweezers hard and managed to collect the tiniest balls. The childminder praised children for successfully completing the task.

The childminder is ambitious for all children in her care. She plans exciting experiences for children. For instance, she takes them to country parks. They make the most of the outdoor time together to collect natural resources and to hunt for insects. The childminder speaks to children considerately and they always respond politely towards her. The childminder reinforces good hygiene habits. For example, she showed children how to wash their hands thoroughly after stroking the cat.

The childminder supports children to experiment with numbers as part of their play. On the day of the inspection, she prompted children to count pretend animals into pens in the farmyard. Children used interesting words, such as 'squeeze', to describe how they would fit more animals into the pen. When the childminder intervenes to guide play, she does not always allow children time to consider the direction they would like to take the play in.

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

- The childminder promotes an active enjoyment of reading. She provides an array of colourful books and evokes conversation around them. For instance, children named different animals in books. They used their imagination and guessed what would happen next in the story.
- Developing new professional skills is important to the childminder and she sources a range of different learning opportunities. For instance, the childminder accessed training which focused on providing children with access to healthy food. This learning gave her a better understanding of how to identify foods which contain hidden sugar and fat. The childminder offers children the chance to sample a balanced range of nutritious foods.
- The childminder establishes firm partnerships with parents. She holds frequent conversations with them about children's care and she invites parents to communicate their views about her practice. The childminder is aware that families sometimes need advice when their home circumstances change. She listens to their worries. The childminder knows how to direct parents to other services so they can access further support if they need to.
- There are some flaws in the written progress check for children age two that the

childminder shares with parents. The assessment does not precisely reflect children's progress in the prime areas of development. The childminder is aware that parents often share this check with other professionals. She is continuing to develop this aspect of her practice.

- Children develop a broad selection of independence skills which prepare them well for the next stage of their education. This was evident when children helped to prepare lunch and carefully chopped fresh strawberries. Children maintained a strong hand grip as they strategically moved a knife across crackers to apply a thin layer of butter. They took pleasure in tasting the finished product.
- The childminder invites children to advance their writing and drawing skills. For instance, children held coloured pencils firmly as they drew shapes and lines on paper. They revelled in the childminder's praise as they showed her their completed designs.
- Lately, the childminder has improved the organisation of the indoor play environment. Children now have more opportunities to explore. Nevertheless, the childminder does not consistently give children time to decide how they want to lead play when they are working alongside her.
- The childminder forms strong links with teachers and assistants at the local school. They are happy to seek her input. For instance, the childminder collaborates to share the strategies she uses to promote positive behaviour. Children respond well to the consistent messages they receive from staff and the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supplements safeguarding training with additional reading about safeguarding issues to improve her knowledge. The childminder understands that children might disclose sensitive information to her. She is alert to unusual language that could indicate there is a safeguarding issue. She knows how to record details of disclosures and concerns in order to share them with appropriate professionals. The childminder risk assesses her provision well. For example, she recognises that the decking in her garden can be slippery in wet and frosty weather. For this reason, the childminder organises different physical play opportunities in adverse weather to 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:

- refine the process for recording children's progress at two years of age, so that the written assessment precisely reflects children's development
- offer children plenty of time and opportunity to consider how they want to lead their own play.

Setting details

Unique reference number	EY385040
Local authority	Southampton
Inspection number	10065874
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 November 2015

Information about this early years setting

The childminder registered in 2008. She lives in Bitterne, Southampton. The childminder cares for children all year round. She operates her service on Monday, Tuesday, Wednesday and Friday between 7am and 6pm. On a Thursday, she works from 7am until 9am.

Information about this inspection

Inspector
Julie Bruce

Inspection activities

- The inspector and the childminder discussed the layout of the play environment.
- During the morning, the inspector observed the childminder interacting with children.
- The inspector checked a range of documents, including training certificates and the childminder's paediatric first-aid certificate.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The childminder explained her safeguarding policies and procedures to 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.

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 2020