

# Childminder report

---

Inspection date: 3 February 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	Outstanding
--	-------------

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

### The provision is good

Children are happy, secure and content. The childminder has high expectations for their development and gathers lots of initial information from parents when children first start. This helps to meet their needs and requirements. Children have trusting and strong bonds with the childminder. They display a firm sense of belonging and confidence in their increasing abilities. New children settle quickly, and their emotional well-being is a priority for the childminder. Good use of risk assessment processes help to provide a safe home and minimise harm towards children. The childminder has good partnerships with parents. She keeps them in touch with their children's achievements and the next steps for their learning. This helps children to continue to learn when at home. Children are curious and like to explore the learning environments. However, the childminder does not precisely plan outdoor play for times the children are at the provision to continue to challenge their learning. Younger children do not have easy access to the resources and toys indoors to help them to make their own choices. Children behave well. The childminder is a good role model, who helps children to learn about boundaries and her expectations. They receive gentle and age-appropriate explanations to help them to develop their social skills to play well with others.

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

- The childminder understands how children learn and develop. She is aware that children do this at different rates and stages. Children have an abundance of resources and toys to play with. However, these are not organised to provide younger children with easy access to build on their own emerging interests and choices.
- Children have daily access to the outdoors to build on their physical development and exercise. The childminder has ambitious plans to provide children with more activities and experiences to help them to explore the wonders of nature around them. However, children do not have as many opportunities to build on all areas of their learning in the garden when they are at the childminder's home.
- The childminder precisely plans for her own professional development. She is currently training to become a Forest School leader and studies other courses that help her to constantly raise her knowledge and understanding to higher levels.
- Children are progressing well. The childminder carefully tracks and monitors their development to help her to quickly identify potential gaps in children's learning and provide additional support if required. Next steps are planned to help children to reach their fullest potentials and abilities.
- The childminder uses self-evaluation to help her to become more reflective in all areas of her provision. She seeks the views and comments of parents and

children to help her to identify areas of improvement and change. This helps the childminder to provide a high level of care.

- Children are curious and engaged learners. They are starting to problem solve in their play. For example, younger children persevere well as they try to post different-coloured objects into a shape sorter. Children are encouraged to try things for themselves and this helps them to be resilient and build an early awareness of using simple mathematics in their play.
- The childminder supports children's communication and language skills. She repeats and introduces simple words for much younger children and engages older children in more in-depth discussions. Children are given time to think and respond with their increasing range of vocabulary. Children have access to an abundance of books to help them to build a love of stories and participate in singing and actions songs.
- Children are developing a keen awareness of how to be healthy and to make good choices. They accompany the childminder to the allotment to learn how to grow and tend different fruits and vegetables.
- The childminder helps children to gain a keen awareness of themselves and to start to recognise differences and similarities. Children enjoy creating different facial expressions on a board and looking in the mirror to look at their own faces.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good awareness of her role and responsibilities in protecting the children in her care. She can clearly identify possible signs and symptoms of abuse and the procedures she would follow to report any concerns. This helps to protect the welfare of children. The childminder uses good risk assessments to keep children safe and secure when on outings in the outdoors. She regularly updates her knowledge of changing and wider issues of safeguarding. For example, she understands the importance of helping children to build an early awareness of online safety and using technology.

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

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

- plan more effectively for the outdoor provision at home, to provide children with further challenges to continuously build on all areas of their learning
- organise the resources indoors to provide younger children with easier access, to help them to build on their emerging interests and choices in their play.

## Setting details

<b>Unique reference number</b>	EY313424
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10136446
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	15 October 2015

## Information about this early years setting

The childminder registered in 2005 and lives in Southampton. She operates her service all year round from 7.30am until 10pm, Monday to Friday, except bank holidays and family holidays. The childminder has a level 6 qualification in childcare.

## Information about this inspection

### Inspector

Gwendolyn Andrews

### Inspection activities

- The inspector conducted a learning walk with the childminder around the areas of the home used for the childminding provision.
- A range of documentation was sampled, including suitability checks and qualification certificates.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development. The childminder observed children at play indoors and in the garden area.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector spoke about her professional development and how she evaluates her provision and her current areas identified for improvement.

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 2020