

Childminder report

Inspection date: 16 March 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

The experienced childminder knows children well. She has high expectations and provides them with a wide variety of resources that follow their interests and motivate their play and learning. Children independently choose resources they clearly enjoy and move freely around the environment. They invite the childminder to play alongside them and are confident to ask for help when needed. Children are happy, settle quickly and form strong relationships with the childminder. They feel very safe and secure and mention their friends who are not there that day as they engage in play.

Children show good independence skills for their young age. For example, they tidy away resources without prompting and learn to put on their own boots and coats. Young children show good manners. They say 'please' and 'thank you,' and behave well. The childminder uses every opportunity to praise children for their achievements. This helps them to develop high levels of confidence and self-esteem.

The childminder encourages children's mathematical development well, for example through daily routines and activities. She supported their early understanding of number as they put on their boots for outdoor play and built constructions. Young children experimented with size as they rolled diverse objects down a large cardboard tube. Activities such as these help to build on their curiosity skills.

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

- The childminder keeps up to date with current practice, for example through relevant training, research and discussions with other childminders. She continuously develops her knowledge and skills for the benefit of the young children in her care. For example, she has started to enhance her provision of natural resources, to complement children's play and further their imagination and discovery skills. The childminder is reflective and regularly evaluates her setting. Since the last inspection, she has enhanced partnership working with parents, which has had a positive impact on children's learning.
- The childminder regularly observes children as they engage in play. She accurately monitors their progress and shares her key assessments and children's next steps in learning with parents. The childminder gives parents support and guidance on how to support their children at home, which helps to involve them in their child's ongoing development. Parents' written comments indicate that they are very happy with the care and education children receive.
- The childminder plans interesting activities based on what children know and can do. For example, children focused intently as they scooped up and

transported water into different containers. They explored the texture of flour and used resources of interest, such as cars and sticks, to make marks. Children are imaginative and show good coordination skills. They illustrated this as they carefully connected bricks together, proud of the constructions they made. When engaging in discussion with children, the childminder uses the correct pronunciation of words. However, she does not give consistently challenge young children to express their own thoughts and ideas, in particular to help build on their developing language skills even further.

- The childminder uses the local environment to help build on children's early understanding of the wider world. For instance, children delight in outings to the local garden centre to see the fish. They enjoy visits to the library, indoor play areas and local parks. The childminder uses these visits to teach children how to keep themselves safe, for example when using age-appropriate play apparatus. These activities support social and physical development well.
- The childminder helps children to build an understanding of healthy lifestyles. For example, children take pleasure in accessing fresh air and exercise each day. They enjoy nutritious and well-balanced snacks and learn good hygiene routines, such as washing their hands before mealtimes. The provision is secure and the childminder supervises children vigilantly at all times.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection and safeguarding procedures. She is clear about her role and responsibility to keep children safe. The childminder has a comprehensive range of policies that underpin her good practice, and she regularly shares these with parents. She undertakes regular training, can recognise the possible indicators of abuse and has a clear knowledge of how to respond to any concerns about children's safety or welfare. The childminder carries out daily risk assessments of the premises and assesses all activities that she provides for children. She routinely carries out further safety checks, such as ensuring the smoke alarms work and involving children in evacuation drills.

What does the setting need to do to improve?

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

- make the most of opportunities to challenge young children to think through and express their own thoughts and ideas, in particular to enhance their developing language skills even further.

Setting details

Unique reference number	131283
Local authority	Southampton
Inspection number	10072355
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	7 January 2016

Information about this early years setting

The childminder registered in 1998 and lives in Southampton, Hampshire. She operates Monday to Friday, from 7.15am to 5pm, all year round. The childminder provides funded early education for three- and four-year-old children. She is qualified to level 3 in childcare and education.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the childminder. This has included the effect these measures have had on the current attendance of the children. The inspector spoke to children and read written statements from parents to gain their views of the childminder's provision.
- Discussions were held with the childminder relating to safeguarding and the self-evaluation process.
- Relevant documentation was reviewed by the childminder, such as training certificates and public liability insurance.
- The inspector observed the childminder interacting with children. She assessed the impact of her teaching on what children know and can do, and discussed her observations with the childminder.
- 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.

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