

# Childminder report

---

Inspection date: 20 July 2021

<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 are lively and confident. They are quick to share their opinions about the activities they most enjoy. This is apparent when they review photographs in their own learning journals. Children use their good recall skills to describe how they help the childminder decorate cakes and plant flowers. Children discuss their own family group and talk about places they visit in the community. Children have had less chance to attend local groups with the childminder during the COVID-19 (coronavirus) pandemic. However, she makes sure that children are always able to practise their social skills with friends in her home. The childminder is a strong role model who calmly shows young children how to share toys. Children always listen to her clear instructions and copy her good example.

The childminder proudly discusses the achievements of different children. She sharply focuses on helping children achieve their next steps in learning to build on their good progress. The childminder is attentive. She sensitively responds to the care needs of children. This is evident when she reminds children to drink plenty of water during play. She also encourages children to play under the shelter in hot weather, in an effort to help them stay cool. Children enjoy spending time with the childminder and they clearly feel safe in her care.

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

- Parents play a central role in children's education. The childminder frequently communicates with parents about children's progress. She also speaks to them regularly about children's home interests. The childminder uses information gained to help her plan a stimulating range of activities. Parents share their opinions about the childminder's service. They state that the childminder is a 'safe pair of hands' and that she goes 'above and beyond' to help families.
- The childminder closely monitors children as they engage in more challenging physical play. She is nearby to offer children good support when they need it and she acts quickly to minimise risk. However, the childminder does not fully help children understand why some activities are riskier than others. Consequently, children do not start to manage risk for themselves.
- As part of the self-evaluation process, the childminder identifies new ways to develop her knowledge of the early years sector. For instance, she establishes links with other early years practitioners in the local area. They share information about new guidance, planning ideas and training opportunities. This is useful to the childminder as the support from local colleagues is helping her become more confident in her own practice.
- The childminder helps children develop skills across the curriculum. Children use their small physical skills to remove the backing from stickers and write their names. They independently wash their hands and put on their shoes. The

childminder supports children to make good progress. All children are well equipped for the next stage of their learning.

- The childminder knows how important it is for children to develop an interest in literacy. She initiates conversations about children's favourite books. Children practise their speech skills when they describe what happens in the book. The childminder sounds out the names of different creatures for children so they know the correct word to use next time.
- Children thoroughly enjoy using their imagination to engage in small world play. They arrange the bedrooms to look like rooms in their own home. The childminder supports children's mathematical skills when she encourages them to count pieces of replica furniture into the house. Children narrate their own play. They recall that if they add two single beds together they can create a bunk bed for their toys.
- The childminder is accumulating a good selection of resources for children to use in their play. However, the childminder does not fully consider the organisation of her resources, particularly those that support creativity, to ensure they are fully accessible to children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder routinely refreshes her safeguarding knowledge. She does this through regular training. She also reads information on the local safeguarding partnership website, so she is aware of changes to safeguarding protocols. The childminder has a clear awareness of wider safeguarding issues that might affect children. For instance, she knows children could hear extreme views or witness inappropriate behaviour. The childminder knows how to alert professionals if she has any concerns about children's welfare, to protect them from harm. The childminder provides parents with up-to-date information about her safeguarding policies and procedures. This is so they understand her responsibility to share information with other agencies, 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:**

- support children to fully recognise all risk during challenging physical play, so they can begin to manage this for themselves
- develop opportunities for children's choices further, to support their creativity.

## Setting details

<b>Unique reference number</b>	EY560067
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10190636
<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 at time of inspection</b>	1 to 9
<b>Total number of places</b>	5
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in the Weston area of Southampton. The childminder provides childcare from 8.30am until 6pm, Monday to Friday, for most of the year. She holds a level 3 childcare qualification. The childminder is in receipt of funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Julie Bruce

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provision.
- The childminder and the inspector completed a learning walk together. They discussed the childminder's curriculum and how she supports children in her care.
- The inspector evaluated an activity with the childminder. They discussed children's involvement and what they had learned.
- Parents provided their views for the inspector, so she could gauge what they thought of the childminder's service.
- The inspector spoke to the childminder about different aspects of her role, including how she meets the care needs of children.

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 2021