

Childminder report

Inspection date: 23 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children happily enter the setting and are greeted warmly by the childminder. The childminder is loving and nurturing. She frequently praises and encourages the children. Children are kind, friendly, and play cooperatively together. When needed, the childminder gently prompts and supports the younger children as they learn to take turns. Children's views are highly valued by the childminder. For instance, children discuss and then choose what they would like for dinner. Children share their family experiences with each other so they can develop an understanding of different family set-ups. They also learn about different disabilities and cultures.

Children take frequent trips into the local area to explore the world around them. The childminder builds on their experiences when they return to the setting. For example, children learn about the life cycle of frogs after they find tadpoles in a local pond. Children understand how to keep themselves healthy. They take part in activities where they learn about healthy eating. Children eagerly play with toys that help them learn about good oral health. Children develop their mathematical skills through everyday tasks, such as hand washing. They use numerals around the bathroom sink to support them as they count to 20 when they wash their hands. Children enjoy cuddles on the sofa while reading favourite stories with the childminder. Children confidently recall repeated phrases as they read together.

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

- The childminder is very passionate about early years and her setting. She regularly reviews and evaluates her provision. The childminder attends relevant trainings following her evaluations. She implements the learned knowledge into her practice. For instance, she introduces language games into children's play to aid children's speech development.
- Children develop good communication skills. The childminder builds on language skills expertly. She clearly models the pronunciation of words throughout the day. The childminder develops children's vocabulary by introducing new words into their play. For instance, she names animals as children use the sound the animals make to identify them.
- The childminder has a clear view of what she wants children to learn. She plans her environment and activities based on this. The childminder skilfully incorporates children's interests into her plans. She uses their interests in farm animals and machinery to develop their fine motor skills and understanding of technology. For example, the childminder introduces push button tractors into their play.
- The childminder adapts activities to provide further challenge for younger children. For example, she adds in magnifying glasses and binoculars to a bug

hunt. She patiently shows children how to use these tools to look at bugs up close. However, activities are not always adapted to match older children's capabilities. This means, sometimes, older children lose interest in an activity quickly.

- Children take part in activities that develop their critical thinking and problem-solving skills. They are curious and ask questions to learn more about how things work. For example, they work out how different parts of a toy go together. However, sometimes, the childminder steps in too quickly with a solution.
- The childminder ensures she has a secure knowledge of what children can do before they start. Children make good progress from their starting points and develop positive attitudes towards learning. Children are keen to share their achievements with the childminder. She celebrates with them which helps boost their self-confidence.
- Parents speak of the childminder's as a 'home-from-home'. They praise the regular communication they receive from the childminder. Parents speak highly of the support they received during the COVID-19 (coronavirus) pandemic. Parents explain that they feel they know the setting very well, despite not being able to go inside, as the childminder sends them regular videos and pictures of the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her duty to safeguard children. She understands safeguarding covers all aspects of keeping children safe. The childminder has comprehensive risk assessments in place. She involves the children in these so they learn how to keep safe as well. The childminder can describe the signs and symptoms of abuse confidently. She knows how to share concerns with the appropriate agencies. The childminder knows how to respond appropriately to allegations of abuse made about herself or those living in her house. The childminder undertakes frequent safeguarding training. This enhances her knowledge of wider safeguarding issues, such as online safety.

What does the setting need to do to improve?

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

- give children more time to think through problems to further develop children's critical thinking and problem-solving skills
- enhance further the learning opportunities provided so that older children's learning is sufficiently challenged.

Setting details

Unique reference number	EY561972
Local authority	Hampshire
Inspection number	10191342
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Hedge End, Southampton. She provides care for children Monday to Thursday from 7am to 6pm, for most of the year. She provides early funded education for three- and four-year-old children.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder and the inspector held discussions throughout the inspection.
- The inspector spoke with parents and took their views into account.
- The inspector observed the children playing and learning, both indoors and outdoors.
- The childminder and the inspector took part in a learning walk, during which the childminder explained her curriculum.

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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