

Childminder report

Inspection date: 24 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children benefit from spending time with the calm and caring childminder, who knows how to support their learning effectively. Children have a close bond with the childminder, which is very clearly seen. They approach the childminder for cuddles and to share their achievements. Children beam with delight as they climb the steps to the slide. They demonstrate that they feel safe and secure in the childminder's warm and attentive care.

Children are confident and independent as they play and explore. They are self-motivated and concentrate for long periods. Children post balls into tubes, for example, and explore what other objects will fit in the tubes. Children listen and respond positively to requests to tidy up resources before they get more out. They behave well.

Children make choices and decisions. They confidently choose what to play with and where to play. Children have free access to a good range of resources to support their learning. They find the jigsaw puzzles, for example, and point to go outdoors. The childminder supports and respects children's choices. Children are confident to express themselves. They learn a good range of skills to support them to move on to the next stage in their education.

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

- The childminder knows the children in her care very well and plans activities to support their learning. She makes sure that she plans activities at different levels to encourage young children to stand up and play. When children are learning to walk, they are encouraged to push along a trolley and collect their favourite toys. The childminder understands how to support children's physical development effectively.
- The childminder supports children's communication development well. She introduces them to new words as they play, for example, and supports young children to communicate using signs. During the inspection, children enjoyed making marks on a large cardboard Christmas tree. The childminder commented on children's actions and named the different shapes they could see. Children learn to be effective communicators as they play.
- Children have many opportunities to learn about the wider world. The childminder takes children to visit local beaches and woodlands and to join in with musical and social groups. Children see different people and different places. They develop an understanding of the local community in which they are growing up.
- The childminder builds strong partnerships with parents to support consistency for children. She visits children in their homes before they start at her setting.

These visits help her to understand what children already know and can do, as well as what they like to play with. However, partnerships with other settings children attend are still developing. The childminder does not yet have fully effective methods of communication to support continuity for children between settings.

- The childminder encourages children to be independent. For instance, they choose what bowl to use for lunch and which peg to hang their coats on. However, at times, the childminder completes tasks for children which they could manage themselves. She does not organise the learning environment in a way that fully supports children's independence skills. For example, children cannot always access tissues to blow their noses or flannels to wash their faces.
- The childminder pays attention to keeping her skills and knowledge current. She is proactive in seeking out training, for example, to support the children and families. Following an 'engaging Dads' course, the childminder has worked hard to engage all parents in their children's time at her setting. Parents comment very favourably about the childminder and the quality of the care and education she provides for their children.
- The childminder reflects and evaluates on the quality of her practice. She identifies where developments are needed to benefit the children she cares for. For instance, she has introduced a mud kitchen and a tepee to support children's engagement in the outdoor learning environment. Children enjoy their time learning outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure understanding of her responsibility to keep children safe and to promote their well-being at all times. She knows the actions to take if she has concerns about children's welfare. The childminder ensures that she keeps her safeguarding knowledge and skills up to date, for example by attending regular training. She understands the procedures to follow if there are concerns about her or any members of her household. The childminder ensures that her house and garden are clean and safe for children to play and learn in.

What does the setting need to do to improve?

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

- strengthen partnerships with other settings that children attend to support continuity for their care and learning even further
- make the most of teaching opportunities that arise to fully support children's independence as they play and through daily routines.

Setting details

Unique reference number	EY560955
Local authority	Hampshire
Inspection number	10190977
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 10
Total number of places	5
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in the Locks Heath area of Southampton. The childminder provides care Monday to Thursday, from 7.30am to 5.30pm, throughout the year. She receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documents on request, including evidence of suitability.
- Parents shared their views on the setting with 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.

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