

# Childminder report

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Inspection date: 30 November 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 develop warm, trusting relationships with the childminder. They enjoy her company and regularly involve her in their play, demonstrating that they feel safe and secure in her care. Children benefit from the childminder's calm and reassuring tone, to help them settle happily into her home. Children develop good social skills and behave well. They learn how to take turns with toys and resources, to play cooperatively with their friends and develop an understanding of how to value and respect the differing needs of each other. For instance, children wait patiently to take turns in using the dustpan and brush as they tidy away.

Children benefit from opportunities to learn through exciting experiences. Older children develop good listening and attention skills and persist in activities, which present them with more challenge in their learning. They develop an interest in mathematics and count confidently. Younger children develop good physical skills and join in with action songs and rhymes and play musical instruments. Children are keen to be able to manage some of their own care needs for themselves. For instance, at mealtimes, they help tidy away toys before they sit to eat and collect their cutlery, water bottles and bowls in readiness for lunch.

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

- The childminder has a good understanding about the children she cares for. She knows children's individual personalities, likes and interests and tailors the care they need accordingly. The childminder recognises and responds to the emotional needs of children well. She help children of all ages to play together and take turns. This successfully helps younger children to understand the first steps in learning to play with others.
- Children benefit from a broad curriculum that offers them a variety of learning experiences. The childminder makes learning fun, using experiences which motivate and engage children well. For instance, as children decorate modelling dough using different colour rice, the childminder helps younger children to learn the names of the 'red' and 'green' colours as she weaves learning in skilfully. The childminder has a good understanding about what children know and can do. However, at times, she does not focus her plans for children's next steps in learning as precisely as possible.
- The childminder makes good use of opportunities to develop children's mathematical skills. Older children enjoy learning how to count, such as when they estimate how many pom-poms they have. The childminder helps them to count to check how many the have in total. Children learn how to use mathematical concepts as they play. For instance, as they make 'cookies' they talk about how many pieces of dough they will need and say, 'they need three minutes to cook'. Children develop confidence in using mathematics purposefully

as they play.

- Children develop good physical coordination skills. For example, younger children scoop and transfer pots of rice as they develop good hand-to-eye coordination skills. Older children learn how to use tweezers to transfer coloured pom-poms into pots as they develop their finger and hand skills and show increasing control as they use tools. These skills help children to develop their physical dexterity in readiness for writing, when the time comes.
- The childminder helps children learn about the benefits of healthy lifestyles, through daily routines. For example, children benefit from nutritious meals and snacks the childminder provides and enjoy opportunities to be physically active. For instance, children take part in 'baby yoga' and learn how to reach up high and to balance as they twist and stretch their bodies, following instructions carefully. The childminder uses opportunities for children to gain fresh air and take part in physical play, to help them develop an understanding of the benefits of being active.
- The childminder reflects on her practice and takes into account the views of parents and children, to evaluate her setting. She listens to children's views and makes changes, valuing their wishes. For instance, she has added additional toys and resources that children have requested, to help follow their interests. The childminder regularly undertakes training to develop her knowledge and skills. However, the childminder recognises that there is more she can do to target her professional development to enhance her teaching, particularly with regards to promoting children's speaking skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She completes robust risk assessments to help her identify and take action to remove or minimise risks to children to keep them safe in her home and when on outings. The childminder knows how to recognise when children are at risk of harm from neglect or abuse. She knows about wider safeguarding concerns, including female genital mutilation and the 'Prevent' duty. The childminder knows how to report concerns about children, to ensure they are kept safe.

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

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

- refine the planning for children's learning, to focus more specifically on what children need to learn next
- target professional development to help further enhance teaching, particularly with regards to promoting children's speaking skills.

## Setting details

<b>Unique reference number</b>	EY559500
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10190592
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018, and lives in Hedge End, Southampton. She offers care for children from 8am to 6pm, Monday to Friday, for most of the year.

## Information about this inspection

### Inspector

Tara Naylor

### 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 childminder, and has taken that into account in her evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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