

Childminder report

Inspection date: 1 February 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children benefit from a well-planned curriculum that the childminder plans to help ensure that they are interested and excited in their play and learning. For example, young children have regular opportunities to experience and learn about the wider world. Adventures in local woods help children to be inquisitive about living things. They jump in puddles, look under logs to find creatures hidden beneath, collect leaves, and listen to the sounds of the birds. Young children are learning to care about wildlife and take an interest in the world around them. For instance, they are very excited when they spot birds in the garden at home. They understand the need to replace logs to protect the habitats of those creatures living under them.

Young children are aware of the childminder's expectations and the routines of the day. They behave extremely well and play happily. They frequently snuggle up to the childminder and demonstrate that they feel happy, safe and emotionally secure in her care. Young children show that they are gaining the attributes that help them to build relationships with others and learn important social skills. For instance, when outdoors, young children instigate a game of hide and seek independently. They search for each other, and laugh and giggle together. Children are motivated to seek the attention of others and build bonds. They are well prepared for the next stage of their learning.

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

- The childminder has a clear vision about how she provides an inclusive environment where children enjoy their play and learning. She is proactive and speaks with parents if she identifies any minor concerns in children's development. She is always willing to offer advice and guidance for home learning ideas.
- The childminder has a very good awareness of children's backgrounds and interests. She takes time to find out from parents what children do at home, and builds on this learning. The childminder uses an effective curriculum that, overall, is well planned. She is focussed on helping children to develop and use new language, and provides an appropriate commentary as children play. For example, during a game where young children fit blocks and spinners, the childminder demonstrates how the spinners work. Young children follow her instructions. They hear and repeat new terms, such as 'twist'.
- The childminder interacts purposefully for most of the time. Her planning for young children's learning includes helping them to develop an interest in literacy, such as stories, songs and rhymes. Children enjoy looking at the illustrations in books, playing with the props provided, and joining in with some actions of the rhymes they hear. However, sometimes, the childminder is not focussed enough on the small steps that help children to develop their listening and attention

skills in relation to their age and ability. For example, she does not always effectively maintain children's attention when she reads stories and plays music for children to listen to.

- Young children confidently make choices in their play. For example, they enjoy some opportunities for mark making. The childminder warmly encourages children to show an interest in what they already know about colours during this play. Young children demonstrate confidence, for example, as they correctly identify the colour yellow when using crayons and pencils. However, the childminder does not extend these activities well enough to further promote young children's developing muscle coordination. For instance, the space for children to move around in while mark making and the resources provided are limited.
- The childminder encourages children to be curious and interested in their play. For example, children learn about fruits as they engage in a make-believe game of shopping. Young children participate happily. They show their developing personal choices in play. For instance, they explore wheeled toys intently. Children show a positive attitude to their learning.
- The childminder's care practices thoroughly promote children's health, independence and confidence. From an early age, children learn the importance of effective handwashing and healthy eating. Children show that they are able to make decisions in regard to their growing understanding of safety, such as when using and playing on the slide outdoors. Children rest in line with their personal preferences so they are able to wake happily and resume their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the importance of her role and responsibilities. She understands how to protect children and regularly updates her knowledge and skills in regard to all aspects of safeguarding matters. For example, she understands how to identify possible radicalisation. She knows what to do if an allegation is made against her and the procedures to follow if she has to report a concern. The childminder has been proactive in the ways she has maintained safety during the COVID-19 pandemic. The childminder implements robust policies, procedures and risk assessments to promote the health, safety and well-being of children.

What does the setting need to do to improve?

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

- help younger children to develop more listening and attention skills to advance their emerging literacy awareness
- provide further opportunities for children to develop their small- and large-

muscle coordination.

Setting details

Unique reference number	112052
Local authority	Hampshire
Inspection number	10063318
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	6 January 2016

Information about this early years setting

The childminder registered in 1996. She lives in Totton, Southampton. The childminder provides care Monday, Tuesday and Thursday from 7.30am to 5pm. On Wednesday and Friday the childminder provides care from 7.30am to 9am and from 3pm to 6pm. The childminder receives funding for the provision of free early years education for children aged four years.

Information about this inspection

Inspector

Aileen Finan

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 that into account in their evaluation of the provider.
- The childminder spoke to the inspector about how she plans her curriculum and how she shares children's achievements with their parents.
- The inspector observed interactions between the childminder and children present.
- A joint observation was completed. The childminder discussed her aims for the activity and the impact on children's learning.
- Relevant documentation was sampled during the inspection.

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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