

Childminder report

Inspection date: 16 February 2022

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 Met (with actions)

What is it like to attend this early years setting?

The provision is good

Children leave their main carer with ease and quickly settle to enjoy the home-from-home learning environment. They build a strong relationship with the childminder who is attentive, very patient and tunes into children's needs well. The childminder has a secure understanding of child development and quickly assesses children's capabilities and next learning steps. Overall, she demonstrates good teaching skills to motivate children to learn. For example, the childminder provides musical instruments and sings to children their favourite rhymes after quickly noting the new children's interests. Children gain the key skills they need to move on to their next stage in learning.

Young children learn the high behaviour expectations from the childminder well. She sets them challenges to build on their existing knowledge and skills; for example, to sit on a chair and not to climb on it. Children feel safe and are well looked after by the childminder. They can sleep according to their varying, daily needs which helps to support their physical growth and well-being. Children are supervised well and enjoy daily outdoor exercise, such as walking to the school, park or shops. Parents know about their children's care and learning because there is good communication between the two homes.

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

- Children benefit from a childminder who has a clear knowledge of how to support children's learning. There is a strong focus on the youngest children developing their social, physical, and speaking skills. The childminder relates and interacts with children well and frequently. She consistently role models the vocabulary she wants them to learn, in their play activities. Children enjoy listening to many varied songs and learn to become confident communicators.
- The childminder has a welcoming and friendly approach with children. She encourages their participation in her planned activities by demonstrating what to do; for example, to touch, feel and roll out the play dough. The childminder has a confident understanding of children's individual learning needs and encourages the youngest children's curiosity. However, her play resources are not organised in a highly effective way. On occasions, the childminder struggles to find a specific resource to successfully implement a learning activity. At times, younger children have difficulty in independently selecting the toys they want which interrupts their learning.
- The childminder has a clear focus on children understanding the rules and boundaries of behaviour. For example, children are frequently praised for what they do well. The childminder uses her consistent, unwavering and positive approach to encourage the youngest children how to be kind and play alongside others.

- Parents are full of praise for the childminder. The childminder carries out effective observations and assessments on children and seeks information from parents about what children can do at home. Parents report that their children feel loved, happy and safe. They note the positive influence the childminder has had on their child's speech development.
- The committed childminder is keen to make future improvements. Since her last inspection, she has addressed the gaps in her safeguarding knowledge. The childminder has identified her garden in her risk assessments as an area to develop and does not currently use it. This means that children who prefer to learn outdoors have fewer opportunities to benefit from outdoor play and exploration. However, children experience outdoor play at the park to help develop their key skills in walking and climbing.
- The childminder has a good knowledge of her families and the experiences the children arrive with when they first come into her care. She then provides challenge and new experiences for children. For example, babies who were born during the COVID-19 pandemic lockdown are taken to toddler group. This helps them to socialise and interact with babies of a similar age.
- The childminder pays good attention to children's health and minimises cross contamination well. For example, she has a portable vessel, filled with warm water, liquid soap and paper towels outside her home for children and visitors to use before they enter the home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her duty to safeguard and protect children. She knows the signs and symptoms that might indicate a child is at risk of harm. The childminder demonstrates knowledge about her reporting procedures and who to contact for advice or to make a local authority referral. She has a clear understanding of what to do if allegations are made against her or other adults in the home. The childminder has recently improved her knowledge of what she must notify to Ofsted; for example, significant events involving household members and continued suitability.

What does the setting need to do to improve?

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

- improve the organisation of the play resources to enable children to access them with ease and to help with the implementation of the intended teaching and learning activities
- develop the garden area to enable children, who prefer to learn outdoors, to benefit from even more stimulating outdoor learning experiences.

Setting details

Unique reference number	EY498537
Local authority	Southampton
Inspection number	10193725
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 9
Total number of places	5
Number of children on roll	7
Date of previous inspection	5 June 2018

Information about this early years setting

The childminder registered in 2016. She lives in Southampton. The childminder is open all year round Monday to Friday from 8am to 6pm. She holds a level 3 qualification in early years.

Information about this inspection

Inspector

Lorraine Wardlaw

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector conducted a learning walk with the provider to discuss the curriculum and how they organise the provision.
- The provider and inspector conducted a joint observation of a children's play activity and evaluated the teaching and learning.
- Parents spoke to the inspector and wrote letters to share their views of the setting.
- Children were observed by the inspector during their play and learning activities.
- The provider and the inspector held a leadership and management meeting to discuss safeguarding arrangements and look at documentation.

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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