

Childminder report

Inspection date: 21 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by the loving and caring childminder. They have a close relationship with her. Children receive reassurance from the childminder and feel safe and secure in her care. The childminder has high expectations and acts as a good role model. Children behave well. They are kind, caring and thoughtful. For example, children share their colouring book to make sure everybody feels included.

The childminder skilfully uses learning within the daily routine to enhance children's emotional development. She encourages them to think how others feel when they are kind to them. Children beam with delight when they make other children happy. They have high levels of self-esteem which is boosted by frequent praise and encouragement from the childminder. Children are keen to share their accomplishments. They proudly ask to take a picture to send to their parents when they complete puzzles successfully. Children competently take pictures of their puzzle. They understand that the childminder helps to keep them safe while they use the phone.

Children learn how to keep themselves healthy. They know how to wipe their noses and put the tissue in the bin. Children take part in routine activities eagerly. They happily help make lunch. Children carefully add pasta and water to a pot ready to go on the hob. They follow instructions well and remember to step back from the hob once its turned on.

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

- The childminder knows the children very well. She has a secure knowledge of what they can do and identifies their next steps accurately. The childminder uses this knowledge to develop an ambitious curriculum for all children.
- Partnerships with parents are strong. Parents speak highly of the communication they receive from the childminder. They love the 'home-from-home' feel and comment that the childminder is a 'breath of fresh air'.
- The childminder has a good awareness of the impact that COVID-19 has had on her families. She ensured her provision was available to support the key workers when they needed it. The childminder provided children with a safe space during the turbulent time.
- The childminder understands the importance of working in partnership with other professionals. She regularly contacts all professionals involved with the children. The childminder works closely with these professionals to ensure they are all working towards the same learning and development targets.
- The childminder is passionate and dedicated to her role. She reflects on her practice well. The childminder is keen to take part in professional development

training regularly. For example, she makes good use of online training opportunities. The childminder uses the knowledge gained to further enhance her teaching.

- The childminder demonstrates her knowledge of working with her assistant clearly. She ensures her assistant is aware of her high expectations and commitment to high-quality teaching. They engage in professional discussions regularly to monitor their practice. The childminder supports the assistant in developing her knowledge further.
- Children's communication and language development is valued highly by the childminder. She understands the importance of strong foundations in communication for children's development. However, at times, children's listening and attention skills are not fully promoted. This is due to distractions caused by background noise, such as the television.
- The childminder introduces new vocabulary to children frequently. For example, children learn the word 'ruler' when they measure objects. However, the childminder does not always make use of effective questioning. Children are not always given time to process questions and respond.
- The childminder frequently takes children on outings to support their physical development. Children explore the local area, such as the forest. The childminder also takes them to local groups to interact with other children of the same age. This is to support their social skills.
- The childminder uses snack time as an opportunity to develop children's use of tools. She encourages them to use knives to cut up their bananas and to spread butter on their crackers. The childminder gives children choices for their snack. She values their views as they talk about the different foods they like and dislike.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. This includes the signs and symptoms that may suggest a child is at risk of harm. The childminder knows how to make referrals to the local safeguarding partnership if she has a concern. This includes what to do if an allegation is made against herself or her assistant. The childminder has an excellent knowledge of wider child protection issues, such as honour-based violence. She understands the importance of sharing information with parents on how to keep children safe. For instance, the childminder talks to parents about how to keep children safe online, for example through the use of restricted access and passcodes.

What does the setting need to do to improve?

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

- consider how to enhance the learning environment to further develop children's listening and attention skills
- develop the use of questioning to enhance children's thinking skills and ensure children have time to respond.

Setting details

Unique reference number	EY382068
Local authority	Hampshire
Inspection number	10136538
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 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	14 May 2015

Information about this early years setting

The childminder registered in 2008 and lives in Hythe, Southampton. She holds an appropriate level 3 childcare qualification. The childminder operates all year around from 7.30am to 5.30pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This was the first routine inspection the childminder 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 their evaluation of the setting.
- The childminder explained the curriculum intentions to the inspector during a learning walk.
- When appropriate, the inspector and the childminder took part in discussions.
- Parents shared their views with the inspector, including via written feedback.
- The inspector observed the childminder.

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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