

# Childminder report

---

Inspection date: 5 April 2022

<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 are happy and enjoy the time they spend in the childminder's nurturing care. They show high levels of confidence and greet visitors to the setting warmly. For example, children are keen to show the inspector their recent achievements and demonstrate their yoga moves with enthusiasm. Children have strong relationships with the childminder and their friends. They show respect, listen to the views and opinions of others, and together decide which nursery rhymes to sing. Children laugh and giggle as they mimic animals sounds. They learn to move in different ways as they hop like bunnies and clap their hands to snap like a crocodile. Children benefit from consistent praise from the childminder, which boosts their self-esteem highly effectively. All children make good progress in their learning.

Children know their routines well. They help to tidy away toys, wash their hands and help to prepare and cut up their snack. Children learn how to slice their fruit safely and persevere until they achieve their task. This encourages them to become confident in their own ability. Children explore different tastes and textures and discuss where their fruit comes from. They benefit from nutritious home cooked meals each day. The childminder works closely with parents to ensure she meets the dietary needs of all children.

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

- The childminder works closely with parents right from the outset. She regularly shares information about children's next steps and gives parents support and guidance on how to build on their ongoing development at home. This helps to ensure continuity in children's learning. Parents comment that the childminder provides a warm and safe environment. They say she encourages their children to be respectful and to learn how to express their feelings.
- The childminder has a good understanding of how children learn. She plans a curriculum full of activities that appeal to their interests. For example, children use resources such as sticks, to make marks in the sand. They mix paints and explore textures. This helps to build on the small muscles in their hands. Children use numbers in their play as they build and count sandcastles. However, on occasion, in her enthusiasm, the childminder overly directs children's learning. She does not always challenge and extend children's mathematical understanding.
- The childminder effectively promotes children's understanding of the natural world. Children enthusiastically discuss the bean seeds they have planted. They water them carefully and understand that they need sunlight to grow.
- Children have many opportunities to be physically active. They enjoy regular walks in the community, such as to local parks. In the garden, children use ride-

on toys and negotiate space around them. The childminder teaches children to think about their own personal safety. For example, children confidently discuss why they must wear helmets to help keep them safe.

- The childminder supports children's emerging speech and language skills well. For example, children talk about what they can hear in their environment. They discuss the sounds of the trains going by and compare these with the aeroplanes flying in the sky. Children regularly enjoy looking at books with the childminder and eagerly talk about what they see.
- The childminder arranges resources effectively to ensure that children can make independent choices in their play. This encourages children to explore and develop their own interests and ideas. For example, outside in the garden children find a variety of natural resources and decide to make a pizza. They listen to what their friends say as they discuss their favourite toppings.
- Children demonstrate good independence skills. For example, they carry out small tasks for themselves and sweep up the sand. Children smile proudly and praise each other for their efforts.
- The childminder works hard to develop her provision. She focuses on her professional development, seeks out new training and responds quickly to changes and updates in the latest guidance and legislation. The childminder reviews and reflects on these changes to improve the service she provides.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She knows how to recognise the signs that might give her cause for a concern about a child's welfare. The childminder is familiar with the correct procedures to follow to keep children safe from harm. She regularly carries out training to keep her knowledge up to date. The childminder supervises children vigilantly. She teaches them how to stay safe, such as when crossing roads and using digital media at home.

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

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

- strengthen and incorporate the teaching of mathematics more consistently throughout the day.

## Setting details

<b>Unique reference number</b>	2508103
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10207774
<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>	2 to 11
<b>Total number of places</b>	
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in Bitterne Manor, Southampton. The childminder is open all year round, Monday to Friday, 8am until 6pm. She holds a relevant home based childcare qualification. The childminder offers funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Franks

### 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder explained her curriculum to the inspector to share what she wants children to learn and how she supports them to make progress.
- The inspector and the childminder carried out a joint observation together to reflect on the quality of teaching and learning.
- The inspector considered the written views of parents.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector looked at relevant documentation, including paediatric first-aid qualifications and the suitability of members of the household.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022