

# Childminder report

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Inspection date: 6 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, settled and demonstrate strong relationships with the childminder and their friends. They show respect and listen to the ideas of their peers as they take part in their activities. For example, children absorb themselves in construction play and show a genuine interest in what others are building. They benefit from consistent praise and encouragement from the childminder, which helps to boost their confidence and self-esteem.

Children are learning the skills they need ready for their move on to pre-school or school. They listen to instructions, tidy away toys and wash their hands with little prompting. Children develop muscles in their hands and fingers as they explore different textures and manipulate dough. They express themselves through painting activities and talk about the patterns and marks they make. This helps develop the muscles in their hands and fingers, in preparation for early writing. All children make good progress from their starting points.

The childminder works closely alongside parents to ensure children receive a well-balanced diet each day. Children benefit from nutritious and freshly home-cooked meals each day. Children learn to make healthy choices and decide what they would like to have for their snack. They actively discuss the different textures of their fruit and learn about their nutritional benefits.

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

- The childminder gathers detailed information from parents about their children's abilities and achievements when they first start at her setting. She uses this to help form initial assessments of children's learning. The childminder continues to observe children. She knows them well and can talk about what she wants them to learn. Children engage in the activities the childminder offers them with enthusiasm. However, the childminder does not always consider how to challenge children to help extend their learning further. As a result, at times, they complete their learning with ease.
- The childminder supports children's communication and language development well. Children have daily opportunities to read stories and sing nursery rhymes. They engage in discussions, negotiate different roles and enjoy pretend-play activities. Younger children make sounds in their play. The childminder gets down to their level and makes eye contact. She introduces words, such as 'splash,' as children explore the feel of water. This helps to support their early speaking skills.
- Children have many opportunities to explore the natural world. For example, they learn how to stay safe around water and visit local ponds to feed the ducks. Children enjoy outings to country parks, explore nature trails and delight in bird

watching. This helps them to learn about the world around them.

- Parents speak very highly of the service that the childminder offers. They appreciate the safe environment she provides and the nurturing care their children receive. Parents comment positively on the many outings and visits that their children enjoy in the childminder's care.
- Children benefit from physical exercise daily. For instance, they learn how to take safe risks as they climb over fallen trees in local woods. They enjoy regular walks to the park, where they have opportunities to learn new skills and build confidence when using climbing equipment.
- The childminder models good behaviour. She teaches the children to say 'please' and 'thank you' when speaking to each other. Children demonstrate good manners and ask to get down from the table. They are kind and gentle towards their younger peers and involve them in their play.
- The childminder teaches children to have consideration for others and respect their differences. Children learn about some cultural festivals in the calendar year. However, there are fewer opportunities for children to share their own cultures, to help build on their understanding of the diverse world they live in.
- The childminder reflects on her practice and strives to make improvements for the children she cares for. She focuses on her professional development, completes training, and meets with other childminders to share ideas. This helps her to keep her knowledge and skills up to date.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She attends regular training and completes research to ensure she is up to date with the latest legislation and guidance. The childminder is confident to share her knowledge to ensure that children are kept safe from harm. She understands wider areas of safeguarding and can talk with confidence about what she would do in a range of scenarios. The childminder regularly risk assesses her home and supervises children vigilantly. Children take part in emergency evacuation drills and learn about road safety.

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

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

- use what is known about children and plan more precisely to challenge and extend their learning to the highest level
- build on opportunities for children to share their home backgrounds and traditions, to help them learn about and value cultures other than their own.

## Setting details

<b>Unique reference number</b>	2523622
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10208175
<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>	0 to 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in Southampton, Hampshire. The childminder provides care all year round, between 8am to 5.30pm, with the exception of bank holidays and family holidays. She holds a relevant childcare qualification at level 3. The childminder provides 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 provider.
- 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 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.

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