

Childminder report

Inspection date: 29 June 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 applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy and settle quickly in the nurturing and homely environment. They receive endless praise and warmth during interactions. Children enjoy the time they spend with the childminder. They have strong attachments and seek cuddles and comfort as needed. The childminder provides warm and attentive care that helps the children to feel safe and secure. For instance, the childminder provides cosy spaces for the children to relax and sleep. Children make choices in their own learning and lead their play. For example, they independently find various bricks to build towers together.

Children have daily opportunities to explore their local community and go on outings. The childminder plans activities outside the home to give children new social experiences. Children attend regular music and movement sessions and go on trips to places of interest, such as the zoo and library. These trips help children to gain a good understanding of people, communities and the wider world.

Children understand clear boundaries and respect each other. The childminder supports the children to have good manners, saying 'please' and 'thank you' when speaking to each other. Children show a love for books, with older children supporting their younger peers. For instance, they enjoy looking at books with the younger children, talking about the pictures together.

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

- The childminder demonstrates a genuine enjoyment of her work. She reviews her own practice, recognising areas where she wants to further develop her knowledge. The childminder attends training to enhance her professional development.
- The childminder knows the children well. She uses their interests to plan activities to extend children's learning further. For instance, when young children say 'quack' for the first time, the childminder captures this and plans further opportunities, such as going to feed the ducks, extending children's language.
- The childminder has lively conversations with the children and role models language well. She introduces new words, such as 'pinch' and 'squeeze' to help increase vocabulary. For example, children are taught about pinching and squeezing the tweezers to pick up the toy insects.
- Children enjoy some counting during activities. For instance, the children joined in counting during a story. However, the childminder does not always maximise opportunities for children to learn about different mathematical concepts during activities. This means children do not consistently have high-quality learning opportunities.
- The childminder provides plenty of opportunities for children to develop their

small- and large-muscle skills. For example, children play outdoors in the two-storey playhouse and on the climbing frame, giving them opportunities to develop their sense of balance.

- The childminder sets clear boundaries about expected behaviour. Children receive good support to develop their personal, social and emotional skills. They learn to share resources, take turns and show care and consideration to others. For instance, children share letters to post in the toy postbox. They behave well and are generally motivated to join in. However, on occasion, children lose focus and drift between areas, impacting the progress they make.
- The childminder has a clear understanding of the skills she wants to teach the children, such as being independent and developing friendships with their peers. Children are encouraged to independently access resources and move between the areas. They learn to develop an understanding of how others feel when they play together. For example, the children enjoy playing with the farm animals together, naming the animals and making the animal sounds.
- The childminder has a good induction process for new starters. She makes effective use of this to build strong relationships with parents and children. The childminder finds out about children's routines, interests and abilities before they start. She monitors progress and identifies appropriate next steps for them. For instance, to assist children in preparation for starting pre-school, she teaches them how to put their coat and shoes on.
- Parents are complimentary about the childminder. They have seen progress in their children's development. Parents comment how happy their children are to attend the setting. They value the information they receive and advice about how to support their children's progress at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training, such as paediatric first-aid training, to help her keep children safe. She knows the signs and symptoms that might indicate that a child is at risk of harm. The childminder has a secure understanding of the procedures to follow should she have a concern about a child or adult. The setting is safe and secure and maintained to a high standard. The childminder completes risk assessments for her home and outings. She has good safety procedures in place for when they go out. For example, children wear high-visibility jackets to aid supervision.

What does the setting need to do to improve?

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

- develop strategies for supporting children to remain engaged in purposeful play, to help them gain the skills they need for the future

- strengthen opportunities for children to extend their mathematical knowledge.

Setting details

Unique reference number	2573462
Local authority	Hampshire
Inspection number	10239396
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Chandlers Ford near Southampton. She operates her service all year round, from 8am to 6pm, Monday to Friday. The childminder holds a level three qualification.

Information about this inspection

Inspector

Nicole Atkinson

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 inspector carried out a learning walk with the childminder to discuss how the setting is organised. They discussed the range of activities provided, both inside and outside.
- The inspector observed the interactions between the childminder and children and assessed the impact that this was having on the children.
- Discussions were held with the childminder, parents and children at appropriate times during the inspection.
- The inspector reviewed a sample of documentation, including evidence of suitability.

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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