

# Childminder report

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Inspection date:

13 September 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled. They have formed good relationships with each other and the childminder. Children are well looked after by the caring childminder in a nurturing environment. The childminder uses consistent praise and encouragement to boost children's confidence and well-being. The childminder makes sure children are safe from harm and helps them to use resources appropriately. Children are encouraged to share toys with each other and support their friends to use resources they are not familiar with. This helps build strong relationships between children and enhances self-esteem.

Children independently select toys and use their imagination in play. The childminder encourages their imaginative thinking by asking questions and showing enthusiasm for their ideas. This ensures children feel their ideas are important and helps them to feel valued. Children make marks and create drawings, using a variety of different resources, which are easily accessible. This helps to develop children's free expression in art and design.

Children develop good communication and language skills. The childminder further supports their understanding of this through fun games. For example, children enjoy finding picture puzzle pieces, and the childminder encourages them to talk about the picture. This enables children to experiment with new words, which further supports language development. Children have access to a rich variety of books and independently select books to look at. They enjoy listening to stories read by the childminder and develop an understanding of characters and themes in a story.

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

- The childminder supports children's communication and language skills well. She plays alongside the children and engages them in conversation related to their play. The childminder extends their play by asking questions, which inspires children to think of new ideas. For example, children enjoyed playing with dinosaurs and making them growl. The childminder was able to extend their learning by asking questions related to size, which encouraged them to compare their dinosaurs and discuss which was bigger and which was smaller.
- The childminder has formed good relationships with children and families. She provides regular updates throughout the day of children's progress via an encrypted messaging app and at collection time. The childminder supports parents with any concerns. For example, she provides parents with tips on potty training. This gives parents the knowledge to know when the time will be right for their child. Parents report that the childminder is 'patient, with great instincts'.

- The childminder demonstrates a secure commitment to enhancing her continuous professional development. She understands that further development of her own knowledge will have an impact on her practice. For example, she has signed up for a level 4 training programme to ensure that she gains new ideas on how to improve outcomes for children.
- The childminder provides opportunities for children to be independent in their learning. Children have access to a rich variety of resources which inspire them to play. The childminder listens to the interests and fascinations of the children when planning activities. For instance, during language group, children state they are 'spelling something sad'. The childminder asks what it is, and they reply, 'The Queen has died'. The childminder sensitively and skilfully spoke with children about the Queen at their level of understanding.
- The childminder helps children to develop good physical skills. They have access to a good variety of resources in the garden. For example, children use the slide, play ball games and bounce on the trampoline. This helps to support their gross-motor skills and hand-eye coordination. Children are encouraged to be independent with self-care and to be healthy. For instance, the childminder reminds children to wash and dry their hands before snack and to select healthy foods for their lunch box.
- The childminder supports children's literacy well. Children independently access a range of resources. They develop mark-making and writing skills and an understanding of artistic free expression. For example, children use chalk on a blackboard and excitedly chat about what they have drawn. This helps to develop children's understanding that their work is valued and helps to build their self-esteem.
- The childminder encourages children to follow rules and boundaries, such as tidying toys away before getting more out. However, she is not always consistent in her approach to developing children's understanding of what is appropriate behaviour and what is not. This can mean that children do not always have a clear understanding of unacceptable behaviour.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure safeguarding policy in place, which helps to keep children safe from harm. She ensures her knowledge of safeguarding is accurate and up to date through regular training. For example, she understands the elements of extremism and 'Prevent' duty. The childminder has a good understanding of child protection issues. She knows who to contact if she has concerns about children's safety. She understands what procedures to take if allegations are made against her or a member of her household. The childminder ensures that her setting is safe and secure for children and risk assesses the indoor and outdoor environment daily. The childminder is consistent in teaching children to wash their hands, which supports their understanding of how to stop the spread of infection. She cleans equipment daily to ensure cross contamination is kept to a minimum.

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

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

- further support children to understand rules and boundaries in relation to appropriate behaviour, to ensure children develop and maintain positive relationships.

## Setting details

<b>Unique reference number</b>	EY436808
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10228598
<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>	1 to 11
<b>Total number of places</b>	5
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	20 October 2016

## Information about this early years setting

The childminder registered in 2011. She lives in the Bitterne Park area of Southampton. The childminder provides care for children from Monday to Friday, 7.30am to 6pm, for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Loretta Murphy

### 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key 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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