

Childminder report

Inspection date:

7 October 2022

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| 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 build strong bonds with the childminder and they show they feel safe and content. The childminder provides a welcoming and homely atmosphere. She is calm and caring towards all the children. This helps children to feel valued and respected. Children are confident and show increasing independence when exploring a range of resources. For example, younger children confidently crawl to a different room to find their favourite toys. Children are very inquisitive and lead their own play.

The childminders plans interesting and exciting opportunities for children, inside and outside. Children learn about the world around them through a broad range of outings. They enjoy regular visits to woodlands, parks and the library. They develop their social skills as they enjoy 'Jiggy Wrigglers' play sessions. Children explore nature as they learn new things from first-hand experiences. For instance, children visit and take regular photos of the same tree. They discuss the changes they have observed and the possible reasons for them. This helps children gain knowledge and skills for their future learning.

Children behave very well. They say 'thank you' and are beginning to share. For instance, they bring toys to younger children. Children show positive attitudes to learning as the childminder praises them for their achievements. The childminder provides good-quality interactions. This helps children to make good progress in their learning and development.

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

- The childminder plans activities around individual children's interests. This helps to capture children's attention, to build their knowledge and skills over time. The childminder assesses children's progress and checks what they remember. However, the learning intentions for some activities are not precise enough to enable children to achieve and progress to a higher level.
- Children develop good communication and language skills. They learn new words, such as 'string' and 'couscous'. The childminder models correct pronunciation and she comments on children's play. For instance, she asks if the children need a 'curved piece of train track' so the train can go under the bridge. This helps children to increase their understanding and to build a wide vocabulary.
- The childminder promotes children's early literacy skills well. Children explore a range of books. This includes different types of printed materials, such as magazines and cookbooks. Children enjoy making marks on the coloured, see-through plastic boards. These enjoyable and interesting activities help children build the foundations of early writing skills.

- The childminder uses a song bag with props to encourage children's interest in singing and action rhymes. Children smile, babble and listen to the childminder's singing with interest. However, during the activity, some children wander off and others start to play with toys they can find, as there are a limited number of props. This leads to children getting distracted and disturbs their learning.
- Children learn valuable skills for later life. They learn to manage their own risk as they explore the climbing equipment in the garden. They learn about different foods and are encouraged to try them. The childminder cooks with the children. They thoroughly enjoy making soup and baking bread rolls with her. This helps to promote children's good health and physical well-being.
- The childminder supports children's creative development. Children use all of their senses as they play and learn. They investigate a range of sensory resources, such as natural wooden parts, leaves and pumpkin seeds. Children express their ideas as they decide to make a castle using loose parts. This supports their imagination as they decide how to use different materials.
- The childminder uses self-evaluation and includes parents' views and children's needs. The childminder completes regular training. She recognises the importance of ongoing professional development to improve on children's outcomes. She identifies the main learning points and implements them in her setting.
- Partnership with parents is strong. Parents comment positively about the childminder and the service she provides. They say children are excited and happy to come to her home. The childminder sends parents regular updates, including about children's daily experiences. Parents feel well informed about their children's progress and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the local safeguarding partnership procedures. She is confident in how she would identify potential signs and symptoms of abuse and the procedures she would follow to report concerns. She understands the risks to children from a wide range of safeguarding issues, such as child abuse linked to faith or belief. The childminder uses effective risk assessments to identify and minimise potential risk to children in her home and on outings. This includes effective management of her pet dog. This helps children to feel safe and secure.

What does the setting need to do to improve?

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

- review how group activities are organised to ensure all children make even better progress

- strengthen planning to make sure that activities have a clear intent and target children's individual stages of development more accurately.

Setting details

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| Unique reference number | 2586812 |
| Local authority | Hampshire |
| Inspection number | 10249121 |
| 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 8 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2020. She lives in Southampton. The childminder is open Monday, Tuesday, Wednesday and Friday between 7.30am and 5.30pm, all year round except family holidays.

Information about this inspection

Inspector

Karolina Klepacka

Inspection activities

- This was the first routine inspection the childminder received since COVID-19 began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector discussed the curriculum the childminder provides for the children.
- The inspector observed the childminder interacting with the children and assessed the impact of teaching.
- The inspector discussed the childminder's self-evaluation process with her.
- The inspector sampled some of the childminder's documentation, including suitability records and parents' feedback forms.

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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