

Childminder report

Inspection date: 25 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The childminder provides a welcoming and safe environment for the children. Children settle quickly and develop warm, trusting relationships with the childminder, who is attentive to their needs. They have access to a variety of suitable resources which are easily accessible and capture their imagination. Children carefully connect bricks together and construct a variety of objects. This helps to develop the muscles in their hands and fingers, which supports their early writing skills. Children absorb themselves in their play and show a genuine interest in the ideas of others. They benefit from consistent praise and encouragement from the childminder, which boosts their confidence and self-esteem. Children are happy and confident in her nurturing care. They make good progress from their starting points.

The childminder supports children's independence skills at a young age. For example, children carry out small tasks and put away toys with little prompting. They blow their noses and know to wash their hands to prevent the spread of germs. At lunchtime, children learn how to open their own packages and, when they have finished eating, independently put these in the bin. This helps to support their move on to the next stage of their education, such as pre-school or nursery.

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

- The childminder promotes children's mathematical skills effectively. Children illustrate this as they confidently complete puzzles and show good matching skills. They count bricks as they build towers and learn to compare differences in size.
- The childminder knows children well. She accurately assesses their ongoing progress and provides a variety of learning experiences that children enjoy. For example, children enthusiastically use resources, such as diggers, to transport pasta. They express delight when they find hidden objects. The childminder models words and provides a running commentary as children play. However, she does not use information she obtains through assessment of all children's speaking skills, to plan even more precisely to support their communication and language development to the highest level.
- The childminder supports children to live healthy lifestyles. For example, children select their own snack from their lunch boxes and show a positive attitude towards healthy food. Children know to drink water to stay hydrated. They enjoy daily exercise, such as through nature walks and regular visits to local parks.
- The childminder teaches children to think about their own personal safety. For example, children take part in regular emergency evacuation drills and learn about road safety.
- The childminder works closely with parents right from the outset. She gathers

detailed information about their children's achievements at home and uses these to help form her initial assessments. This helps her to swiftly identify gaps in children's learning. The childminder continues to share information about children's next steps and gives parents support on how to build on their ongoing development at home. This ensures continuity in children's learning. Parents comment positively about the childminder. They say their children are especially well nurtured and happy.

- The childminder provides a range of activities for children to deepen their understanding of the wider world. Children learn about a range of faiths and cultures. This prepares them well for life in modern Britain.
- The childminder gives consistent messages about her expectations. She reminds children not to run inside and gives them clear explanations why. Children demonstrate good manners and ask to get down from the table. They show kindness and compassion towards their peers, share their toys willingly and involve them in their play.
- The childminder is reflective of her practice. She is well organised and ensures her mandatory training remains up to date. The childminder uses online forums to gain additional advice and shares good practice with other childminders. She reviews her practice and values the views of parents and children to help identify areas for improvement.
- The childminder places a good focus on building children's literacy skills. She has a varied range of books to suit the differing ages and interests of children. Children snuggle up to the childminder and enjoy listening to their favourite stories.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows signs and symptoms that may indicate a child is at risk of abuse. She is aware of the procedures to raise a concern if needed. The childminder understands her responsibilities in safeguarding and to be vigilant of various child protection issues, such as radicalisation and extremism. The childminder knows how to risk assess her environment. She keeps her environment tidy and organised to ensure the safety of children. The childminder has an up-to-date paediatric first-aid certificate and understands actions that she needs to take in a medical emergency.

What does the setting need to do to improve?

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

- use assessments of children's speaking skills to plan even more precisely and support their communication and language development to the highest level.

Setting details

Unique reference number	EY461190
Local authority	Hampshire
Inspection number	10228809
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 January 2017

Information about this early years setting

The childminder registered in 2013. She lives in Hedge End, on the outskirts of Southampton in Hampshire. The childminder operates her service Monday to Thursday, 8am to 5.30pm, all year round. She receives funding to provide free 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector talked about the curriculum and what the childminder wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector about what activities they enjoyed.
- The inspector took into account parents' written views.

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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