

# Childminder report

---

Inspection date: 5 December 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	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children are happy, safe and well cared for in the childminder's home. They develop secure relationships with the childminder, which supports their good personal skills. For instance, as children choose games to play, they readily invite the childminder to join in. They excitedly try to feed their 'hungry frogs', counting how many marbles they have as they work out who the winner is. Children behave well. The childminder demonstrates a consistently respectful and calm manner, and this makes a strong contribution to children's positive behaviour. Children follow instructions and understand the childminder's expectations. They learn how to put away toys and resources after they play, to keep their environment safe and tidy.

Children benefit from opportunities to hear and use new language through conversations they share with the childminder. For instance, as they explore shells, they learn about hermit crabs and oysters and their differing habitats. Children communicate confidently and develop good speaking and listening skills. This helps to support them in readiness for their next stages in learning, including school. Children enjoy playing with toys that capture their interest, such as dressing-up clothes, building blocks and puzzles. This helps to motivate their learning and creates opportunities for the childminder to share and teach new information and ideas. Children make good progress from their starting points in their learning and development.

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

- The childminder plans a broad range of learning experiences and activities to support the individual interests of the children. She captures opportunities within children's play to broaden their skills and knowledge. She checks their progress to ensure that any gaps in learning are swiftly targeted. However, on some occasions, the childminder is not as precise as she could be about what she wants individual children to learn next, to help the older and most able children achieve at the highest levels.
- Children develop good levels of confidence. They are keen to manage some age-appropriate daily routines for themselves, as the childminder encourages their independence well. For instance, older children manage their personal needs well, washing their hands before they sit to eat and tidying away their belongings after lunch. This helps older children to develop the skills they need for their eventual move on to school.
- The childminder plans a good range of activities that reflect children's interests and individual needs. For example, she takes children on outings to various places within the community, either by car or on foot. They visit local woodlands and take trips to wildlife parks to increase their understanding of the world. This helps to support children's knowledge of the natural environment and enables

them to gain fresh air and regular active play, to support their physical health and well-being.

- Parents speak highly of the childminder and the good levels of care she provides for their children. Daily conversations between the childminder and parents help to keep them informed of children's activities and their overall progress. The childminder recognises that there is more she can do to provide more precise information about her plans for children's next steps in learning. This would help support parents to continue their children's learning at home.
- The childminder continues to build on her practice. She makes good use of online training to develop her own skills and knowledge, which has a positive impact for children. For instance, she has recently completed training to broaden her understanding of children's behaviours, and uses the new skills she gained to reflect on and adapt her teaching. She supports children's personal, social and emotional skills by teaching them about positive behaviour and helping them learn about their own feelings and emotions. Children's behaviour is good.
- Older children develop good problem-solving skills. They confidently count marbles and compare the sizes of shells to work out which is bigger. The childminder makes use of opportunities to support children's early interest in mathematics well. For instance, as children build pyramid towers, the childminder encourages them to practise stacking and teaches them to count the number of pieces they add to their tower. This helps to support and develop children's confidence in using mathematics purposefully as they play.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends child protection training to ensure that her knowledge of legislation is consistently up to date. She demonstrates a good knowledge of how to protect the children in her care. The childminder is able to identify signs of abuse. She knows what to do if she has a concern about children in her care and she understands the procedure to follow to report and escalate concerns about children's welfare. This has a positive impact on children's welfare. The childminder has a detailed safeguarding policy with relevant contact numbers that she can access when necessary. She completes risk assessments of her home and on outings to ensure that she provides a safe environment for children to play and learn.

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

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

- refine the curriculum planning for children's learning to focus more precisely on what children need to learn next, to help the older and most able children achieve at the highest levels

- strengthen partnerships with parents to extend two-way communication and the sharing of information, to help them continue children's learning at home.

## Setting details

<b>Unique reference number</b>	EY304245
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10228392
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	9 January 2017

## Information about this early years setting

The childminder registered in 2005 and lives in Southampton, Hampshire. The childminder provides care for children from 7am to 7pm, every weekday, for most of the year. She receives funding for the provision of free early education for children aged two, three and four years. The childminder works with an assistant. The childminder and her assistant each hold an early years qualification at level 3.

## Information about this inspection

### Inspector

Tara Naylor

### 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 this into account in their evaluation of the provider.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how she ensures that it is safe and suitable.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022