

# Childminder report

---

Inspection date:

14 March 2023

---

## **Overall effectiveness**

---

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### The provision requires improvement

Children enjoy daily opportunities to go into the garden for fresh air and exercise. The childminder provides bikes and trikes that support children to develop their physical skills. Children are secure in their surroundings. However, the childminder does not consistently plan activities well enough to help children reach their next steps, or to extend their learning. At times, she does not recognise how to build on children's thinking and explore their ideas, for example when they show an interest in rainbows and talk about 'rainbow hay' during an activity. In addition, younger children do not always have activities planned to meet their needs and they do not engage with them fully, as they are too young to understand.

Children enjoy listening to their favourite stories. The childminder encourages the children to count the doughnuts in the book. Children sing lots of familiar action songs and rhymes. This helps to develop their communication skills and their understanding of literacy and numbers.

Children's independence skills are encouraged well throughout the daily routine. Children wash their hands independently after playing outdoors, under the supervision of the childminder. They receive positive encouragement and instructions when dressing themselves and putting on their own shoes and wellingtons.

Children generally play well together. However, there are times when they struggle with sharing and the childminder does not always manage these situations effectively.

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

- The childminder has taken steps to improve her knowledge and understanding of how children learn. She has undertaken training and is taking advice from the local authority. She observes the children and plans next steps for them. However, the childminder does not consistently use these next steps effectively to plan activities that build on children's learning. In addition, some activities are not appropriate for the youngest children. Nevertheless, all children, including those who speak English as an additional language, are making some progress in their development since their starting points.
- At times, the behaviour management strategies that the childminder uses are not effective. For example, although the childminder explains about sharing and taking turns when children take toys from one another, they still repeat the behaviour. This shows that children do not fully understand what is expected of them. Children have not yet learned how to follow the rules consistently.
- The childminder has introduced inductions and supervision sessions for her

assistants. She has discussed risk assessments and safeguarding with them to enhance their knowledge, to ensure that they understand how to respond in the event of an emergency. Since the last inspection, the assistants have accessed safeguarding training so that they know how to respond if they have concerns about children in their care.

- Children's hygiene is supported well. Children wash their hands after visiting the toilet, after garden play, and before having meals. The childminder encourages the children to blow their own noses, place their tissues in the bin and then wipe their hands afterwards with an antiseptic wipe. This helps them to understand the importance of good hygiene routines.
- The childminder encourages children to join in with daily routines, such as tidying up the toys before going outside and before lunchtime. She promotes the use of good manners and reminds children to say 'please'.
- The childminder is attentive to children's needs, for example when they become tired and need a nap. This has a positive impact on children's emotional well-being and helps them to feel secure in her care.
- Parents say they are really happy with the care provided. They talk about how their children have developed since starting with the childminder. They know what their children are doing through newsletters and the online portal. Parents comment that the childminder is very flexible in her approach and that they receive help to support their children in readiness for school, which they find valuable.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the childminder has developed a better understanding of how to safeguard children. She recognises the possible signs of abuse and neglect. She is aware of safeguarding issues, including the risk of exposure to extreme views and behaviour. The childminder knows the procedures to follow if she needs to raise concerns about children's welfare to other agencies. She has a paediatric first-aid certificate. This helps her to provide the appropriate care in the event of an accident. The childminder understands how to deal with allegations against herself or her assistants.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
--	-----------------

implement effective behaviour management strategies to support children's individual needs and reinforce boundaries so that children know what behaviour is expected of them	11/04/2023
target children's needs more accurately, to ensure that all children receive consistent and sustained interactions to help challenge their learning further	11/04/2023
improve the educational programmes to ensure children access appropriate learning opportunities for their age and stage of development at all times.	11/04/2023

## Setting details

<b>Unique reference number</b>	2578317
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10265604
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	2 November 2022

## Information about this early years setting

The childminder registered in June 2020 and operates each weekday, throughout the year. She is located in the Bitterne area of Southampton. The childminder works with assistants. She receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Lindsay Osman

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector carried out a joint observation of a communication and language activity.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on the setting with the inspector.
- The inspector observed the interactions between the childminder and children.

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 2023