

Childminder report

Inspection date: 20 April 2023

| Overall effectiveness | Outstanding |
|------------------------------|--------------------|
|------------------------------|--------------------|

| | |
|--|--------------------|
| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Outstanding |

What is it like to attend this early years setting?

The provision is outstanding

The childminder provides an extremely safe and secure environment that is welcoming and feels homely and relaxed. She has excellent relationships with the children in her care and has a strong bond with every child. This enables her to have a detailed knowledge of each child and a secure understanding of their needs. She is confident about what each child already knows and their next steps of learning.

Children are happy and have positive attitudes to learning. They enjoy being included in planning activities, and this makes them feel valued and important. The childminder has developed a curriculum that is highly ambitious for each child. Her carefully considered and skilful use of discussion helps the children to think and solve problems. Excellent opportunities to extend children's thinking are frequent. For example, when the postman delivers a parcel, the childminder asks the children what might be inside. This excites them and encourages them to use their language to support their thinking and find out more information.

The childminder is an exceptionally positive role model. Her ability to support children with their emotions helps them to understand how to respond to others. This means that children have an awareness of how their behaviour can make others feel. For example, the childminder notices if children are uncomfortable receiving a hug from their friend. She gently helps children find an alternative way to show affection, such as a smile or high five.

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

- Children are given excellent opportunities to develop their independence. They are greatly encouraged to 'have a go' and problem solve. For example, the childminder suggests 'using their thinking head' to try and work out how they might make a new toy car with no pedals move. This helps ensure children are well prepared for their next stage of learning.
- Partnerships with parents are outstanding. Parents are exceptionally happy with the progress their children have made. They are particularly impressed with how the childminder has nurtured their children and supported their emotional development. Parents say they feel well supported and find the information shared by the childminder to be very helpful and informative. For example, parents say that children who were shy when they started with the childminder are now confident and happy to join in. They say that children gain the skills they need to be ready to start school.
- The childminder uses language exceedingly well to support children's learning. For example, she uses children's interests to encourage discussion. This means children remain interested and keen to learn. The childminder is skilled at using

unplanned opportunities to extend language and mathematics. For example, she reminds the children of a previous activity about size, encouraging them to remember this and recall what they learned.

- The childminder has an excellent understanding around the importance of developing children's physical development. For example, she uses her outside space particularly well and has an excellent range of resources that encourage different skills, such as balancing, running, throwing and catching. Children also visit the local area, such as the country park, which enables them to move freely in a large, open environment. This is particularly important for those children who do not have an outdoor space at home.
- Children are extremely well supported to find out about a range of cultures through discussion, sharing resources provided by parents and storytelling. For example, the children have an awareness of the meaning of Diwali and are really well supported to ask questions, listen to each other and share information. This helps the children to understand the importance of different cultures and learn about the lives of other people.
- The childminder makes sure she stays up to date with her professional development. For example, she is part of a childminder network that shares excellent practice. She regularly attends training and conferences to ensure she is aware of changes and updates within early years.
- The childminder is exceptionally reflective about her practice and the experiences available to the children. For example, she is keen to further develop her outside area for the older children who attend after school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of safeguarding practices and understands how to keep children safe. She shares key messages with children on the importance of sitting down when eating to prevent choking and why there are emergency exit signs and why the children might need to follow them. Older children are also taught the importance of keeping small toys away from babies. The childminder understands how to ensure babies sleep safely, and she works with parents to ensure that a safe sleeping environment is provided. For example, the childminder monitors children regularly and ensures the room temperature is correct. The childminder has an excellent understanding of the signs and indicators of potential abuse and neglect. She is very knowledgeable on the reporting process and how to contact professionals for support and advice.

Setting details

| | |
|--|---|
| Unique reference number | EY467778 |
| Local authority | Southampton |
| Inspection number | 10276738 |
| 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 | 2 to 8 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 31 July 2017 |

Information about this early years setting

The childminder registered in 2015. She lives in Southampton, Hampshire. The childminder offers childcare every weekday from 8am to 6pm, for 47 weeks of the year. She holds a level 3 qualification in childcare. She receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Lucy Short

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 around the areas of her home that are accessed by the children.
- The inspector observed the childminder's practice both indoors and outside in the garden and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and took into account their views.
- Children spoke to the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023