

# Childminder report

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Inspection date: 10 May 2023

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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 Good

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

### **The provision is good**

Children arrive happy and ready to learn. The childminder greets them warmly and they separate from their parents with ease. They excitedly return from the school run, and independently remove their wellington boots ready to play inside. Children enjoy playing outside in the newly created area. They transport water easily from the water butt to the sand. They develop their physical skills as they fill the different containers, mixing the sand and water together easily.

Children show an interest in the creatures and bugs that inhabit the garden. The childminder follows their interests, exploring with them and extending their language. She encourages them to be gentle with the living creatures and supports them in their play. Children spontaneously burst into song as they spot a spider on the wall. They sing Incy Wincy Spider and the childminder joins in, supporting them to complete the song. Children have positive attitudes to learning. They play imaginatively with the toy food. They place pretend cucumber slices on their eyes and giggle when the childminder comments on what they are doing. They enjoy making their own sandwiches with the food and use the toy cooker to 'cook' their lunch. Behaviour is good and all children make progress from their starting points.

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

- The childminder has a good understanding of how children learn. She is keen to develop her knowledge and skills further. She has undertaken training on developing communication and language. This has had a positive impact on her practice as she allows children time to think during their play and extends their language. However, she has not attended any recent training on recognising and supporting children with special educational needs and/or disabilities (SEND) and acknowledges this as an area for development.
- The childminder undertakes reading and research to ensure her knowledge is current. For example, she is extending and developing the garden area for the children. However, she has not thought about how to organise the outdoor space to encourage choice and independence. For example, children are really interested in wildlife, but the bug home is not accessible. As a result, children do not have the opportunity to extend and develop their knowledge and natural curiosity in all areas to find out which creatures live there.
- Since the last inspection, the childminder has formed greater partnerships with the local school and other settings the children attend. As a result, she has made changes to how she prepares children for school, including focusing more on building their physical development, in readiness for writing. This effective sharing of information helps to ensure that she is providing appropriate support for the children in her care.
- The childminder has high expectations for children's behaviour. She uses praise

and encouragement to support them. Children understand the rules and boundaries, and behaviour is good. Children demonstrate positive attitudes to learning and persevere in their play. For example, they show determination when helping the childminder cut the fruit for snack.

- The childminder knows the children in her care well. She plans activities to build on what they know and can do. As a result, she provides opportunities that interest the children and meet their needs. For example, children enjoy painting. The childminder allows them to explore with the paints. They mix colours and paint a variety of different surfaces. She provides extra tools, so that the children have plenty of choice and sharing does not become an issue.
- The childminder has good arrangements in place to support children's health and emotional well-being. She sensitively encourages children to wash their hands after using the toilet, and explains the reasons for this. She provides healthy snacks and includes children in the preparation for this, ensuring she cuts the fruit safely. As a result, children are learning to adopt healthy lifestyles. The childminder also helps parents to provide healthy choices for the children's lunch boxes.
- Parents speak highly of the childminder. They are very happy with the care and education their children receive. They comment the childminder is 'amazing' and would not leave their children anywhere else. Children's emotional security is supported well. The childminder works closely with parents to understand, and provide for, their children's individual needs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the process to follow if she has concerns about a child in her care. She is aware of the procedures to follow if an allegation is made against her, or a household member. The childminder understands safeguarding concerns such as the 'Prevent' duty and county lines. She undertakes regular training to ensure her knowledge is current. The childminder is aware of the importance of safeguarding children online. She has a relevant paediatric first-aid certificate. This helps to ensure she responds appropriately in the event of an accident. The childminder's home is secure.

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

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

- develop knowledge and understanding of SEND, to be able to recognise and support children's individual needs
- encourage children's independence skills and natural curiosity further in the outdoor space.

## Setting details

<b>Unique reference number</b>	EY485680
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10276497
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	18 July 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Hedge End, Southampton. The childminder provides care for children Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder holds an appropriate early years qualification at level 2.

## Information about this inspection

### Inspector

Lindsay Osman

## Inspection activities

- This was the first routine inspection the provider 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 the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.

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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