

Childminder report

Inspection date: 15 May 2023

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

Children are extremely settled in the home-from-home environment, which allows them to feel safe and secure. They build excellent relationships with the caring childminder, who knows them well. Children are exceptionally happy and motivated to learn. For example, children enjoy sitting together to look at story books. They giggle with excitement as they babble and talk about the pictures. They confidently approach the inspector as they feel safe in the childminder's care. Children are keen to talk about what they are playing with. For example, they share and talk about the colours of the wooden ice lollies. They respond well to posed questions. For instance, when talking about their feelings and emotions, they make observations and talk about their facial expressions. This allows them to develop good communication and language skills.

Children's behaviour is exemplary. They benefit from the childminder's excellent approach to supporting children's behaviour. For example, children understand the need to tidy up when they have finished playing with toys, before they get anything else out. They work together to clean the environment and remind each other of the rules in place. Children build positive friendships. They comfort and care for each other. For instance, they help to clean each other's hands and feet after the messy activity.

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

- The childminder plans a broad and balanced range of experiences that help children to progress across all areas of their learning. She has carefully considered children's next steps in her planning of the activities she provides. The childminder uses her understanding of the children and their interests, to ensure that the learning opportunities are rich and varied. For example, she provides an activity that is farm-themed, as children are interested in animals and have previously been to the farm. However, at times, the childminder does not fully extend children's learning, for example by providing opportunities to recall and make connections with previous experiences. This has an impact on how quickly children progress.
- The childminder encourages children to have high levels of independence at all times. For instance, children understand the need to wash their hands before mealtimes and do so independently. When the childminder asks the children if they would like to go outside, they excitedly collect their shoes and confidently put them on themselves. The childminder helps children to learn how to keep themselves safe. For example, children use knives confidently and safely to slice their banana at snack. She also talks to the children about the benefits of healthy eating.
- The childminder constantly praises children for their achievements, such as

when they wait patiently, take turns or follow instructions well. This helps children identify and feel proud of their own progress.

- Children demonstrate respect for each other and are deeply engaged in experiences. The childminder consistently implements excellent and effective behaviour management strategies. This helps children to regulate their own behaviour and recognise the impact it can have on others. For example, children are able to share and resolve conflicts independently. Children's behaviour is exceptional.
- The childminder plans exciting and adventurous opportunities for children to explore the wider world. For instance, she takes them to visit various local parks and to stay-and-play sessions each week. These frequent opportunities help to enhance children's interactions with others and encourage them to build new relationships.
- The childminder works closely with parents to meet children's individual care and learning needs. She gains essential information as children start at the setting. The childminder conducts detailed daily feedback with parents to discuss achievements and overall well-being. Parents are kept up to date with children's progress. The childminder shares her experience, and offers advice and guidance about how they can support their children in achieving next steps and development milestones. Parents feel valued and included in their children's learning.
- Children develop an excellent understanding of different people and communities. They enjoy learning about different celebrations. For example, children who speak English as an additional language celebrate their culture with their friends. The childminder provides an exceptional language-rich environment, where children are exposed to a wide range of vocabulary. For instance, they learn words in other children's languages.
- The childminder enhances her continual professional development by seeking out training opportunities, both online and through the local authority. She reflects on her own practice and identifies areas where she can apply new skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children healthy and safe in the setting. She identifies and minimises potential dangers with effective risk assessments for her home and when they are out walking or visiting venues, such as the zoo. For example, all areas in the home are organised and clean, and children have suitable car seats in the childminder's car. The childminder updates her safeguarding knowledge. She has a good understanding of the possible indicators that a child is at risk of harm. The childminder understands the procedure to follow should she have a concern about a child or an adult.

What does the setting need to do to improve?

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

- strengthen opportunities for children to recall previous experiences, share what they already know and make connections to further extend their learning.

Setting details

Unique reference number	131294
Local authority	Southampton
Inspection number	10279807
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 August 2017

Information about this early years setting

The childminder registered in 1995 and lives in the Lordswood area of Southampton. The setting is open from 8am until 5.30pm, Monday to Friday. The childminder holds a level 3 early years qualification.

Information about this inspection

Inspector
Nicole Atkinson

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- 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.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with 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.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector.
- 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.

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