

# Childminder report

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Inspection date: 7 August 2023

<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	Not applicable

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

### **The provision is good**

Children are happy and settled in the childminder's welcoming and home-from-home environment. They show they feel safe and secure as they explore the variety of resources on offer. Children demonstrate strong attachments with the childminder. For example, they spontaneously smile happily at the childminder and ask for cuddles. The childminder has high expectations for children's behaviour. She models good manners and gives children lots of praise and encouragement for their efforts.

Children listen attentively to the childminder and enjoy stories and songs. They are self-motivated and active learners. Children enjoy the outdoor learning environment. They have many opportunities to learn about the wider world. Children visit local parks, the farm and the beach. They behave well and enjoy involving the childminder in their play. Children smile as they build a pretend fireplace, using building blocks and scarves. The childminder encourages children to talk about the colour of the scarves and how to keep safe around a fireplace.

The childminder's curriculum has clear learning intentions of the skills and knowledge she wants children to gain. Children develop good listening skills, such as when putting their shoes away in their named drawer. Children confidently develop physical skills by using safe knives to cut up fruit to eat for their snack.

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

- The childminder plans engaging and stimulating activities to support children's development. She uses her knowledge of the children to focus the curriculum on their next steps and interests. The childminder works with parents to find out what children already know and what they need to learn next. She uses this information to build on children's existing knowledge to develop their skills and understanding further.
- The childminder updates her knowledge and skills regularly by attending training. She then incorporates what she has learned into her practice. For example, recent training on how to promote children's speech has given the childminder a greater understanding of how to support developing language skills. This has a positive impact on children's learning.
- The childminder promotes children's communication and language skills effectively. For example, she pauses to allow children time to think and respond. The childminder repeats words back and checks that children understand their meaning. However, she does not always consider how background noise can affect children's listening and understanding of words.
- Parents are happy with the care their children receive. They praise the childminder and talk of her caring nature and the trusting relationship they have

formed. They are pleased with how the childminder understands their children's individual needs. Parents appreciate the support they receive from the childminder and the activities to extend children's learning at home. This allows for continuity of learning at home.

- The childminder is passionate about her professional development and evaluating her own practice. For example, she would like to be able to provide a larger play space for the children in her care. The childminder evaluates how well children are learning during planned activities. She then makes changes to improve experiences for children.
- The childminder incorporates numbers and mathematical language into daily routines and play. Children display good concentration skills as they sort small plastic bears into their matching colour groups. They use tweezers to place the bears into the corresponding coloured cups, counting them as they go. Children invite the childminder into the game and share bears with her, displaying respectful behaviour. The childminder supports children to count how many bears there are of each colour. Children cheer as they get it right and the childminder praises them.
- The childminder successfully supports children's play. She knows when to step in to build on what children already know and can do. Children have good problem-solving skills. For instance, the childminder encourages children to think about the different-sized toy cars. Children excitedly line up the cars in size order, from biggest to smallest. They cheer as they achieve this and the childminder claps.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of how to keep children safe. This includes wider safeguarding issues, including behaviours which could indicate abuse such as children being exposed to radicalisation. The childminder is confident in the action to take should she have concerns about children. She has a secure understanding of who to contact should she need to make a safeguarding referral. She is confident in knowing how to respond if an allegation is made about her or a member of her household. The childminder is very mindful about children's safety and welfare. She has clear risk assessments in place to ensure that children can play in a safe and secure environment. This has a positive impact on children's safety and well-being.

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

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

- improve the learning environment to ensure that every opportunity is used effectively to support children's communication and attention skills.

## Setting details

<b>Unique reference number</b>	2568052
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10239377
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Southampton, Hampshire. She operates all year round from 7.30am to 5pm, Monday to Thursday. The childminder occasionally works with an assistant. The childminder holds a recognised qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Clare Leake

## 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 childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector discussed how the childminder organises her curriculum.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- Parents shared their views of the setting with the inspector through written testimonials.
- The childminder showed the inspector the premises used for childminding and discussed how she ensures that they are 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.

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Piccadilly Gate  
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Manchester  
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