

Childminder report

Inspection date: 12 January 2024

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

The childminder's kind, calm and gentle approach supports children's sense of well-being and their behaviour securely. She provides consistent expectations and routines, along with positive praise and encouragement. This helps children to understand what is expected of them. Children form good relationships with the childminder and each other. They feel safe and secure and are confident to express their needs.

Overall, children have a consistently good range of learning experiences and support for their learning. The childminder has a good understanding of each child as an individual. She is knowledgeable about children's progress and identifies their next steps in learning securely. The childminder interacts positively with children and engages them well in activities. For example, she understands the importance of developing children's concentration and listening skills, such as through reading books or daily discussions. This helps children to progress well and become ready for the next stage in their learning.

Children enjoy their play and learning. They cooperate and play together happily with each other and the childminder. This was seen during the inspection when children used bricks to make towers and played imaginatively with the role-play kitchen and resources. Children enthusiastically explored painting with brushes, helping them to give meaning to marks they made and recognise colours and changes when mixed together. These activities promote children's physical skills, such as hand-eye coordination.

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

- The childminder organises her childminding service effectively. She ensures that her premises are safe and secure and implements safe collection procedures for children. The childminder keeps updated with early years practice, including through relevant training and research. She understands the importance of supporting her assistant and ensuring they understand her procedures. Currently, the childminder's assistant does not work with her.
- The childminder makes regular observations and assessments of children's learning. She establishes what they know and can do on entry. She uses the information to identify where children need support. For instance, the childminder recognises that children who speak other languages at home may need help to develop their understanding and use of English. She provides good-quality discussions and talks to children as they play to build on children's vocabulary. Children are confident to use their language skills, such as being confident to ask the childminder for other toys.
- Children enjoy a good variety of toys and activities, particularly indoors. The

childminder offers activities, such as dancing, that help children to develop their large-muscle skills. This helps children to be active and move their bodies in different ways, and it supports their good health. Children spend some time outside, which includes using the enclosed outside balcony, and benefit from fresh air. This enables children to observe the world around them, such as cars and animals. The childminder has not fully considered how she can widen children's learning about the world they live in, such as through more first-hand experiences.

- The childminder provides ongoing interactions with children during routines and as they play to help support their learning and progress. Sometimes, the childminder does not consistently encourage children's awareness of mathematics through her interactions. For example, at times, she does not build on children's awareness of counting, their understanding of sizes, or their use of mathematical language as well as possible.
- Children learn to carry out tasks for themselves, such as putting on their coat and shoes, which helps to encourage their independence. They understand the routines and expectations, including those that promote their safety. For example, children know they must sit down to eat and drink. They follow good hygiene routines, such as washing their hands at appropriate times.
- Children behave well. They receive calm and timely guidance from the childminder, such as when minor disagreements occur. The childminder's warm, caring approach supports children to build their self-esteem well.
- There are strong partnerships with parents. The childminder and parents benefit from ongoing communication to support children's care and learning needs effectively. Parents speak highly about the childminder's care of their children. They state that they feel 'very comfortable' about leaving their children with the childminder. Parents say that she provides a 'warm and welcoming' setting and is 'nurturing', 'attentive' and 'supportive'. They comment on the progress children have made in her care, such as in their language and social skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on learning experiences and activities to widen children's understanding of the world around them
- develop a more consistent approach to teaching mathematics to help build on children's skills and understanding.

Setting details

Unique reference number	EY497636
Local authority	Southampton
Inspection number	10307014
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 June 2018

Information about this early years setting

The childminder registered in 2016 and lives in Southampton. She offers flexible childcare in agreement with parents throughout the week, between 7am and 7pm, for most of the year. The childminder receives funding to provide free early years education for children aged two, three and four. She has an assistant registered to work with her.

Information about this inspection

Inspector
Sheena Bankier

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development and how she supports this.
- The inspector interacted with children to find out about what they like to do at the setting.
- The inspector observed children's play and activities and their interactions with the childminder.
- Parents provided written feedback to the inspector about the childminder's service.

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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