

Childminder report

Inspection date: 23 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children benefit from a safe and caring environment, which the childminder provides. Children readily involve the childminder in their play. They choose favourite stories and snuggle into her, happily sharing cuddles with their friends. Children's behaviour is good. The childminder recognises the differing ages of the children that she cares for and how to help children learn to share and take turns with favourite toys. Younger children wait patiently as the childminder praises them to manage any small frustrations well. Older children develop good social skills. They learn how to be responsible and helpful. The childminder promotes good behaviour and manners. This helps children develop essential skills in readiness for school.

The childminder has clear curriculum intentions and aims for children's learning. Where children have differing needs, the childminder adapts her teaching to offer tailored challenges to build on what children know and can do. All children develop good communication and language skills. The childminder uses opportunities to introduce new language into conversations well. This helps children to think through and share their ideas confidently. For instance, as children work together to build flowers, they learn about the petals and leaves. Older children reflect on the summer and what insects they used to find on flowers, such as ladybirds and caterpillars. Younger children practise sounding out these new words to build on their growing vocabularies.

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

- The childminder has worked hard to address weaknesses identified at her last inspection. She has sought advice and support from her local authority to successfully improve her practice. The childminder and her assistants have used training to develop their understanding of children's learning and how they can support this through good-quality teaching. Children benefit from a varied curriculum, making good progress in all areas of their learning.
- Children enjoy learning. They benefit from activities that support their individual interests. Children concentrate well and persevere in activities that offer them good levels of challenge. For instance, younger children push modelling dough through small holes in shape cutters. They notice how they need to add extra pressure for the dough to move through, as they push harder and notice how quickly the dough squeezes through. Children keep on trying, and they relish their achievements as the childminder praises their success.
- The childminder has reflected on and improved her understanding of supporting children's behaviour. This has a positive impact on how children develop their personal, social and emotional skills. The childminder supports children very well to manage their emotions. Older children learn that they have differing needs

from their friends. The childminder teaches them how to think about what might help their friends, such as sharing extra modelling dough. Children behave well. The childminder helps them to develop good levels of confidence and self-esteem, which helps to support their emotional well-being.

- Children develop good independence in managing some of their own needs well. The childminder uses daily activities to talk to children about routines to help them learn to be healthy. For instance, children wipe their noses and dispose of tissues hygienically. They learn the importance of washing their hands before they sit to eat, and they talk about how this stops them from getting germs in their tummies. These routines help children to keep themselves safe and well. As a result, children develop strong foundations in their self-care skills and good hygiene routines.
- The childminder supports some aspects of mathematics through children's play. For instance, she teaches younger children to recognise and name the circle as they post the matching shape into the box. Older children count in order as they connect stems to flowers. However, the childminder does not consider ways to broaden children's mathematical skills to help older and more able children learn a wider range of mathematical language and concepts.
- Parents write that the childminder is caring and understanding. They comment on how she has supported all their children to be confident. Parents say that the childminder keeps them up to date with their children's progress through daily conversations and an online app. However, the childminder recognises that she could develop partnerships with other early years settings that children attend, to ensure continuity of care and learning.

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:

- make better use of opportunities that arise to develop children's mathematical skills and understanding further
- enhance links with other settings that children attend to promote continuity of care and learning.

Setting details

Unique reference number	2578317
Local authority	Southampton
Inspection number	10284848
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	1 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 March 2023

Information about this early years setting

The childminder registered in June 2020, and she is located in the Bitterne area of Southampton. The childminder provides care for children from Monday to Friday, between 7.30am and 6pm, for most of the year. The childminder works with assistants. The childminder and two of her assistants hold early years qualifications at level 3. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder 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 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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children to find out about their time at the setting.

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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