

Childminder report

Inspection date: 29 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are confident, sociable and independent at the childminder's welcoming home. The childminder creates a learning environment where children love to explore. She provides a balance of planned activities and free play opportunities. Children make independent choices and happily initiate play with their friends. They readily choose to play group games that require showing patience. The childminder gives clear instructions about turn taking. Children's skills in listening and following the childminder's expectations are progressing, showing they behave appropriately for their age.

The childminder knows children well and builds on their interests. She designs activities that spark children's attention and natural curiosity. Children thoroughly enjoy being active in the fresh air. They visit the local park and love playing games that boost their energy and knowledge. Children's climbing, balancing and running skills improve well. They take part in a 'bug hunt' for mini-beasts. They remember that many insects prefer damp, dark places and search in those areas. Children talk to each other as they question whether the animal they find is a snail or slug. The childminder helps children to recognise and name these correctly. In this way, children develop a wider vocabulary that they then apply.

The childminder generously praises children's efforts and achievements throughout the day. For instance, younger children remember how to climb safely up a step. They turn around to come down, unaided. This builds children's self-esteem, as well as developing a good understanding of their own capabilities.

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

- The childminder places a strong emphasis on supporting children's communication and language skills. She does this in a number of ways, such as singing songs, reading stories to children and modelling new words. All children skilfully sing familiar songs in different contexts, such as 'see-saw marjery daw' when they are on a see-saw. The childminder extends children's language skills and sings songs using a familiar tune but different words. Younger children giggle as they make sense of the new words.
- Children have ample opportunities to practise and manage their self-care needs. For example, the childminder encourages them to put on their outdoor clothes and wellington boots in preparation for an outing. Even the youngest children feed themselves using a spoon, showing great control. Older children act as role models for the younger ones and guide them. They are competent in using knives and forks. The childminder gives children roles of responsibility, which they take on with dedication, such as setting the table for their friends and pouring water into their glasses at mealtimes.

- Children show pride in their cultural heritage and the languages they speak at home. For instance, they sing or hum a Spanish song about snails when they see them. The childminder encourages older children to translate Spanish words that younger ones say and teach their friends. In this way children learn to compare words between their own and others' languages, which helps to raise their awareness of the diverse world they live in.
- The childminder's curriculum is broad, sequenced and ambitious. She is highly qualified and recognises the importance of building on children's skills when they learn. However, at times, the childminder is too quick to intervene when she poses children with challenges. For instance, she asks children to find a twig the length of their forearm when they are at the park. Children collect different lengths but the childminder does not allow them time to consider and explore their own ideas to shorten the longer twigs they find. She does it for them. This does not help children's critical thinking skills develop further.
- The childminder is committed to driving continual improvement. For example, her ongoing observations and discussions with parents highlights a need to improve some children's behaviour. To help address this, the childminder researches around this topic to enhance her existing knowledge. However, the childminder does not consistently explain and remind children about the importance of demonstrating positive behaviours. During these times, she does not effectively apply strategies that are suitable for the different ages and stages of children. This then leads to minor disputes between children.
- The childminder forms trusted bonds with parents. She regularly updates them about their children's learning. The childminder, parents and professionals from other settings successfully work together to ensure a shared approach to supporting children's development, such as toilet training. Parents are impressed with their children's increased speech, confidence and independence.

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:

- improve on current practice to allow children more time to explore, use own ideas and challenge themselves when faced with a problem
- implement strategies more effectively to provide all children with consistent explanations about acceptable behaviour, to further help them learn about the impact of their behaviour on others.

Setting details

Unique reference number	2662440
Local authority	Southampton
Inspection number	10335262
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Southampton and offers care for children Monday to Thursday, from 7.30am to 5.30pm, all year round. She accepts funding for the provision of free early years education for children aged two. The childminder is eligible for this funding for children aged three and four. The childminder holds qualified teacher status.

Information about this inspection

Inspector
Sonia Panchal

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 provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- 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 carried out joint observations of group activities.
- Parents shared their written 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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