

Childminder report

Inspection date: 6 November 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 demonstrate that they have good emotional attachments to the childminder. They cuddle up to her with big smiles on their faces and delight when she cuddles them back. Children demonstrate friendly and caring relationships with each other. For example, they pass paint to friends who cannot reach. The childminder praises them, and they respond warmly. Children develop good self-esteem and a sense of belonging due to the support they receive from the childminder.

The childminder has high expectations for all children. She is a positive role model and supports children to develop social skills and good manners. For instance, children happily tidy up toys when asked. Older children show younger children where to put the toys and thank them when they have done so. This helps children to develop good social skills.

The childminder provides an interesting curriculum that incorporates children's interests well. She takes children out in the local community regularly. This helps them to be curious about the world around them. For example, children enjoy trips to a local farm and parks. They show good physical skills as they jump over logs and pick apples. Consequently, children are self-motivated and show good levels of curiosity for their young age.

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

- The childminder uses her knowledge of child development to plan a curriculum that enables children to meet their full potential. She provides a range of stimulating learning experiences and adapts them to reflect the different interests and abilities of children. For example, children use a range of materials to paint and print colourful firework pictures. Children are actively involved and excited to join in with group activities. They laugh as they describe fireworks as making a 'boom' noise. The childminder allows children to adapt the activity, and they laugh as they paint their hands and show each other. Children develop good listening and attention skills.
- Children benefit from meaningful interactions with the childminder. She asks questions to help children to challenge and extend their learning. For example, the childminder asks where an aeroplane flying overhead may be going to. Children demonstrate good concentration skills as they think about this question before reaching up to the sky to attempt to touch the plane.
- The childminder supports children's language and communication skills well. For instance, she models new language, such as 'colander'. Children concentrate well as they repeat new words. However, on some occasions, the organisation of group activities does not allow for all of the children's responses to be fully

heard. Children become distracted and move away. Their learning and development are not fully supported at these times.

- Children have fun and engage well during activities with the childminder. They show excitement as they use coloured chalks to draw fireworks. Children draw various shapes and point to them before remarking that fireworks go 'boom'. The childminder praises children's efforts and encourages them to think about a previous conversation around Guy Fawkes. This encourages children to recall past events.
- Children demonstrate a love of singing. They take turns to choose a prompt that links to a favourite song from a song bag. They sing along to the words and join in with familiar phrases, such as 'bubble, bubble, pop'. Children excitedly laugh as the childminder claps her hands together as the song finishes.
- The childminder is committed to providing good quality care for children. She seeks out training opportunities to support her knowledge of children's development. For example, she has attended recent training on behaviour management. This has helped the childminder to think about different ways to manage children's behaviour.
- Children enjoy a sociable lunchtime with their friends. They chat to one another and compare their food choices, holding up matching oranges. The childminder encourages children to open their crisp packets, telling them to 'pinch and pull'. Children smile and groan as they try their hardest to open the packets. This helps children to develop their independence and confidence skills.
- Parent partnerships are strong. The childminder works closely with parents to ensure that they are aware of children's progress. She provides them with ideas and resources to increase children's learning at home. This means that children benefit from a shared approach to their learning. The childminder offers parents advice and guidance. For example, she provides ideas about children's development. Parents appreciate the support given to them.

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:

- review and improve the organisation of group activities so that children's language development is fully supported, particularly the youngest children.

Setting details

Unique reference number	2679107
Local authority	Hampshire
Inspection number	10360101
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Southampton, Hampshire. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday. The childminder provides government funded early education places for children aged from two years to four years. She holds a relevant level 3 qualification.

Information about this inspection

Inspector

Clare Leake

Inspection activities

- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children and spoke with them at appropriate times.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector through written testimonials.

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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