

Childminder report

Inspection date:

5 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, welcoming and homely environment. Children show that they feel safe and relaxed in her care. The childminder works hard to ensure that she gains a good knowledge of children and their families before they start with her. For instance, she proudly displays each child's family tree with photos of family members on them. This significantly contributes towards how quickly children settle and helps them to develop their understanding of who they are and their unique backgrounds. Children have developed close relationships with the childminder and each other. They play happily and confidently access resources independently in surroundings that are clearly familiar to them. The childminder is experienced. She interacts with children skilfully, offering suggestions to extend their thoughts and ideas. Children develop a sense of pride when given age-appropriate responsibilities that develop their independence skills. For example, the childminder offers praise and thanks as they actively take part in helping to set up activities. This helps to support their confidence and self-awareness. The childminder wants all children to achieve well and be ready for the next stage in their learning. She recognises the importance of good communication skills to children's overall progress. She supports this aspect of learning very well. For example, she ensures her provision is a language-rich environment by offering narratives to children's play. She continuously provokes curiosity and supports children's learning and understanding by asking them questions and provides meaningful explanations.

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

- Children show a positive attitude towards their play and learn to concentrate and persevere. Older children listen well to the childminder's descriptions, for example when they play a game of identifying objects to their outlines. They learn to wait patiently for their turn as they play the game and become excited as they match the resources to their shapes. Children are supportive of each other and help each other recognise what fits where.
- The childminder has a good knowledge of children's learning and development. She organises a well-planned curriculum that follows children's interests and play. The childminder knows the children well and understands what she needs to do to help them move on to the next stage of their learning. She observes children to assess their development and provides a broad range of activities which enhance all areas of learning. Children who need additional support are identified swiftly. Effective strategies, in conjunction with parents and other professionals, are utilised well to help them catch up.
- The childminder is organised. She implements policies and procedures to ensure the effective organisation of her provision. The childminder completes training to keep up to date with guidance and legislation, and to ensure she is supporting

the children's development to the best of her ability. For example, the childminder recently accessed training about supporting children's emotions and behaviour. This has helped her to develop her skills and be more empathetic to children's needs.

- The childminder knows children very well and is sensitive to their individual needs. She works very closely with parents to keep them informed of children's achievements and promote learning at home. However, she has not fully extended information sharing for all children who attend other early years settings, to support children's learning and development needs further.
- Children develop a keen interest in books and stories. This promotes their early literacy skills well. Children snuggle in with the childminder and show that they have already learned how to turn pages. They point to pictures and the childminder talks to them about what they can see and pauses, encouraging children to guess the missing words. Children are encouraged to develop their understanding of literacy further by regularly visiting local libraries to borrow books and share news stories, and by taking part in national book day celebrations.
- The childminder works closely with other childminders in the area. Together, they regularly access local parks and groups. The childminder provides children with opportunities to mix in larger groups and create meaningful friendships with others. This helps them to build on their emerging social skills, as well as develop an understanding of their local community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in protecting children and keeping them safe. She is aware of the possible signs of abuse and knows who to contact if she has any concerns about a child's welfare, including those related to wider safeguarding issues such as children being at risk from extreme behaviours and views. The childminder has clear policies and procedures in place to support her practice and has completed relevant safeguarding training. She undertakes good risk assessments inside and outside the home. This helps her to prevent accidents and promote children's welfare.

What does the setting need to do to improve?

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

- ensure communications with other early years settings are effective for all children to better support consistency in their learning and development.

Setting details

Unique reference number	EY266162
Local authority	Hampshire
Inspection number	10137019
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 March 2016

Information about this early years setting

The childminder registered in 2004 and lives in the Netley Abbot area of Southampton. She operates Monday to Friday from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3 and is registered to receive the government funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Denman

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises the resources and plans experiences for children.
- The inspector took into account parents' views through written testimonials and was able to speak to a parent present at the time of inspection.
- The inspector observed the childminder's interactions with children and spoke with children as they played and followed routines.
- The inspector looked at a sample of the childminder's documents. This included evidence of training, written policies and the suitability of those living on the premises.
- The inspector observed the quality of teaching during indoor activities, and assessed the impact this has on children's development. The childminder and the inspector reflected together on children's learning during their play.

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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