

Childminder report

Inspection date: 10 September 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled with the childminder, who is kind and caring. For example, when children are tired or upset, she gives them cuddles and reassurance. This helps children feel safe, secure and comfortable to explore the environment. The childminder sets clear expectations for children's behaviour, helping them understand what is expected of them. She offers meaningful praise, such as giving children a 'high five' or saying, 'Good job', for a task well done. This helps to build children's self-esteem.

The childminder knows each child well and is aware of their level of development. This helps her identify the next steps in their learning. For example, children enjoy playing with wooden blocks, and the childminder encourages them to build, count and balance, depending on their current ability and next steps.

Children enjoy taking part in the activities that are provided. The childminder offers a range of experiences and listens to children when they make suggestions of things they would like to do. For example, if children ask to play at the park, the childminder will often adapt the routine, so they can go. This helps children to feel included in the decision-making process and helps them to feel listened to.

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

- Children are supported to be resilient. For example, the childminder encourages children to have a go and try again if they do not succeed the first time. This helps to build a positive attitude to learning and encourages children to persist with something new.
- The childminder offers a range of books for children to access freely. However, these are not fully utilised to further support all areas of learning. For example, a box of books is available to access. However, the childminder does not promote their use across the curriculum. This means that children do not always benefit from using books and stories to encourage their communication and language.
- Children spend time playing in an environment that is calm and relaxed. This space supports children's well-being where they can concentrate and listen to each other. For example, there is a sofa available for children to sit with the childminder or a friend and play together.
- The childminder encourages children to develop independence in some areas, such as accessing toys and putting on their shoes. However she does not use other opportunities well to enable children to complete tasks they are capable of. For example, children are not supported to try and pull their trousers up after nappy changes or wipe their own hands at mealtimes. This means that children do not get the opportunity to consistently practise important self-care skills.
- Parents are very happy with the care their children receive from the childminder.

They share that their children always arrive with a smile and are making good progress with their learning. This positive relationship supports children with a consistent approach to learning by sharing the same messages at home and with the childminder.

- The childminder includes all children in the activities on offer and provides additional support and encouragement where needed. Resources such as books and dolls help the childminder to demonstrate that everyone is unique. However, these messages are not consistent across all areas of the curriculum. For example, the childminder is not consistent in sharing these messages with children during their play, such as dressing up.
- Children's language and communication are supported through positive modelling. For example, the childminder will repeat a word to a child and praise them when they repeat it back to her. Children respond well to the childminder's encouragement. This gives them confidence to repeat new words and practise them during the day.
- Children regularly access their local community. For example, the childminder takes children to the country park, museum and play park. This promotes conversation about the world around them and supports children's understanding of where they live.
- The childminder keeps her knowledge up to date and regularly completes training on different topics that will improve her practice. For example, she has completed autism training to support children in her care and learn effective ways to support children with special educational needs and/or disabilities.

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:

- strengthen the use of books and stories to support children's learning in all areas of the curriculum.
- strengthen opportunities within the daily routine for children to practise skills that promote their independence.
- develop further children's exposure to equality and diversity so that it is embedded across the curriculum.

Setting details

Unique reference number	EY284269
Local authority	Hampshire
Inspection number	10355319
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 November 2018

Information about this early years setting

The childminder registered in 2004. She lives in Netley Abbey, near Southampton. The childminder operates all year round, from 8am to 5.30pm, Monday to Thursday. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lucy Short

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The children communicated with the inspector during the inspection.
- The childminder had a learning discussion with the inspector and talked about her curriculum and what she wants the children to learn.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024