

Childminder report

Inspection date:

7 December 2022

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

Good

What is it like to attend this early years setting?

The provision is good

Children settle effortlessly in the childminder's welcoming home. Children show that they are very familiar with routines and procedures, as they remove their shoes on entry to the provision. They chat enthusiastically to the childminder and each other and have established close attachments to the attentive childminder and co-childminder. Children have access to a variety of toys and resources. They quickly focus on activities and are motivated to learn. They receive good interaction from the childminder. Children's requests are fully supported. For example, they focus their attention on imaginative play and pretend to make food for each other. The childminder engages them in meaningful conversation about a variety of different foods, and children discuss healthy foods they like. Children are kind and respectful to each other and the childminder. They know what is expected of them. Children share toys and resources, and older children read stories to younger children.

Children of all ages enjoy stories. They independently look at books and make requests for a favourite story during group story time. Children understand characters and the structure of a story. For instance, they excitedly call out answers and anticipate what will happen next. The childminder encourages children to learn new language through repetition and rhyme. Children are curious and willing to have a go at developing new skills. For example, they are provided with opportunities to develop skills in numeracy during focused and child-initiated activities. The childminder provides gentle support. Therefore, children build up resilience and determination to succeed.

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

- The childminder provides opportunities for children to take part in planned activities linked to the curriculum. She knows what the learning intention is for each child, to extend their knowledge and understanding through sequenced learning. The childminder listens to children and enables them to lead discussions. For example, during a play dough activity, children discussed their understanding and experiences of Christmas. The childminder cleverly extends their understanding of Christmas, linking learning to season changes. This ensures that children make good progress.
- Children demonstrate an understanding of how to keep themselves safe. For example, children discuss how to use scissors safely, and the childminder teaches them about stranger danger while on outings. Children learn about healthy practices through daily routines. Children independently wash and dry their hands before having a healthy snack.
- Children behave exceptionally well. They are polite and considerate. For example, older children support younger children during activities. This ensures that secure relationships are established. The childminder is a good role model

for children. She gently reminds children of rules and procedures. The childminder models good manners to encourage children to communicate their needs appropriately. This ensures that children treat others with respect and kindness.

- Overall, the childminder supports children to develop good communication and language skills. For example, she consistently engages children in conversation and asks children thought-provoking questions. She ensures that children are given time to think and respond. She builds on the language they already know and cleverly introduces new language during story time activities, using rhyme and repetition.
- The childminder enables children to develop some skills in independence. For example, children enjoy choosing toys to play with and are confident to request resources that are not easily accessible. Children understand rules and procedures and independently remove their shoes and coats on arrival. However, the childminder does not always consistently provide opportunities to develop independence during daily routines. This means that children's understanding and practice of independence is not always consistent.
- The childminder ensures that children have access to fresh air and opportunities to develop their physical skills. Children enjoy using ride-on vehicles outdoors. They have access to 'The Cabin', where they can express themselves through messy, artistic play and use their imagination while inside the wooden tepee. The childminder provides opportunities for children to explore nature on trips to the local woodland area. For example, children enjoy going on 'Gruffalo' hunts and observing local wildlife. These opportunities ensure children learn about the local community and gain an understanding of the world.
- Parent partnerships are strong. The childminder ensures that parents feel included in children's learning. Parents comment that children feel welcome and love going' and 'the setting is an amazing place for learning and development'.
- The childminder evaluates her practice effectively. Parents regularly complete questionnaires. These enable the childminder to identify what is working well and areas for improvement. She ensures her knowledge and understanding is up to date through training. This improves further outcomes for children.
- The childminder identifies children who may need extra help with their language development, and she supports them well overall. However, she does not routinely reach out to other professionals who are also supporting these children so that she can give even more targeted support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of safeguarding policies and procedures. She knows the signs and symptoms of abuse and procedures to follow if concerned about a child's safety. The childminder works well in partnership with parents to keep children safe. For instance, she ensures that parents are aware of device and internet safety. The childminder ensures her knowledge and understanding of safeguarding procedures is up to date through training. She is

proactive in making sure her home is safe for children through regular cleaning and safety checks.

What does the setting need to do to improve?

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

- provide further opportunities for children to build on their developing independence skills
- build partnerships with other professionals who are supporting children, to provide even more focused support for children who need extra help to make the best possible progress.

Setting details

Unique reference number	EY333587
Local authority	Hampshire
Inspection number	10263641
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 11
Total number of places	6
Number of children on roll	19
Date of previous inspection	8 May 2017

Information about this early years setting

The childminder registered in 2006 and lives in Hedge End, Southampton, Hampshire. She regularly works with an assistant. The childminder operates from 7am to 5.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector
Loretta Murphy

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector talked with parents to seek their views about the provider.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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