

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 are happy, settled and confident in the childminder's welcoming home. They demonstrate warm and trusting relationships with each other and the childminder. Children listen attentively to the childminder. For example, children cuddle into her as she reads them a story. They laugh together as the childminder reads out funny parts of the text.

Children are self-motivated and active learners. They display good behaviour in this calm setting. Children enjoy engaging in play experiences together. They pass each other different-sized cups as they pour chickpeas from cup to cup, smiling as they do so. The childminder has high expectations for children's behaviour. For example, she praises children as they share interesting resources.

Children learn the self-care skills they need to progress to the next stage in their learning. They wash their hands and use the toilet independently. Children are encouraged to make their own independent choices throughout the day. They carefully chop fruit of their choosing for snack time. Children demonstrate good control as they use plastic knives safely.

Children who need extra support are quickly identified by the childminder. She provides appropriate resources and support to help children to make more progress in their learning. For example, the childminder uses basic sign language to support children's understanding and development.

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

- The childminder supports children to be emotionally ready for changes they face. For example, she tailors settling-in sessions to meet the needs of children and their families. The childminder takes time to get to know each child as they are settling in. She provides one-to-one time for children who find it more difficult to settle. Parents appreciate these flexible settling-in sessions.
- Partnerships with parents are effective. The childminder builds positive and supportive relationships with families. She uses information from parents to support all children effectively. The childminder communicates well and keeps parents updated about their children's progress. She shares next steps and ideas to continue learning at home. Parents speak highly of the childminder and talk about her being 'an approachable person who is easy to talk to'. They appreciate the regular communication and good progress their children are making.
- The childminder keeps up to date with her professional development through online training and webinars. She seeks out training opportunities that are based around her interests and the needs of the children. Recently, the childminder identified weaknesses in children's mathematical development. To target this,

she attended training on embedding mathematics into activities. This helps to enhance her skills and knowledge as well as opportunities for children.

- The childminder has a detailed understanding of child development. She creates an engaging curriculum around children's interests. The childminder uses assessments of children's development to build and extend on what children already know. She provides exciting learning opportunities and activities for children. At times, however, some familiar activities are too easy for older children. This means some activities do not consistently build on and extend older children's learning, to help them make the best possible progress.
- The childminder supports children's speech and language well. She engages children in conversations and new language throughout the day. For example, the childminder introduces the word 'vaporised' and then explains what this means.
- The childminder shows a good understanding of equality and diversity. Children select from a range of books, including dual-language books, to read with the childminder. Children delight in listening to familiar songs in a different language. Children notice the different language and laugh and smile while listening.
- Children's understanding of healthy lifestyles is supported well. The childminder provides healthy snacks while the children are in her care. Children enjoy the outdoor environment and have many opportunities to learn about the wider world. For example, children take part in trips to the local park and farm. They develop their imagination skills through conversation and play. For example, they talk about how Goldilocks ate some porridge, but it was 'too cold'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities around keeping children safe. She undertakes regular safeguarding training to keep her knowledge up to date. The childminder understands the signs that may indicate that a child is at risk of harm. She knows how to report and escalate these concerns. The childminder understands the broader aspects of safeguarding, such as radicalisation and county lines. The childminder ensures that her learning environments are safe for children to play in. She helps children to understand how to keep safe. For example, children learn the importance of coming down the stairs slowly and safely.

What does the setting need to do to improve?

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

- strengthen interactions with children during planned activities to build more consistently on their existing learning and help them make even better progress.

Setting details

Unique reference number	EY345764
Local authority	Southampton
Inspection number	10228429
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 5
Total number of places	5
Number of children on roll	7
Date of previous inspection	20 December 2016

Information about this early years setting

The childminder registered in 2006. She lives in Southampton, Hampshire. The childminder provides care Monday to Friday, 7am to 6pm, all year round. She holds a relevant level 2 certificate in childcare. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Leake

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 she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of household members.
- The childminder and inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.

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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