

Childminder report

Inspection date:

25 February 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is good

Children thrive in this homely environment. They build close relationships with the childminder and thoroughly enjoy their time in her care. The childminder enables children to be independent in their play and personal development in preparation for their future learning. Children are highly motivated learners and are curious about the world around them. For example, they are keen to learn about the squirrels they see during regular outings. The childminder is aware of the importance of developing children's early language skills and is a positive role model. As a result, all children, including those with English as an additional language, have well-developed communication skills and speak with confidence and fluency.

Parents are positive about the care that the childminder provides. They receive regular information about their child's learning and development from the childminder. The childminder has developed effective links with other childcare providers that children attend to complement the learning that takes place. The childminder ensures that children have daily access to local parks or toddler groups to support children's physical development and social skills. Children enjoy a wide range of opportunities to visit places of interest within their local community. They are developing a good understanding of those who may be different to themselves.

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

- The childminder is passionate about her job. She regularly accesses training and completes research to keep up to date with current legislation and good practice. For example, she has completed training to extend her knowledge of how children explore and express their thoughts and ideas through play.
- Children enjoy listening to stories and exploring books. The childminder ensures this is an enjoyable experience for the children. She uses props effectively to engage children and bring the stories to life. The childminder is skilled in helping children recall previous events. For example, she reminds children of trips they have experienced with their parents as they explore a book about a zoo.
- The childminder gathers detailed information about children from their parents before they start. She uses this information to help her develop her curriculum and decide what children need to learn next. The childminder considers the best ways to support children's learning and development based on their interests. She ensures that children access a range of experiences to prevent gaps in their knowledge and understanding. However, at times during activities, the childminder does not offer children challenges that could extend their learning even further.
- The childminder helps children to learn how to manage their feelings and behaviour exceptionally well. She is calm and consistent in the expectations she

shares with children. Children talk to each other and negotiate as they play. They understand other's feelings and the impact their own behaviour has on their friends. For example, they recognise when their friend is upset, and they need to share their resources.

- Children are motivated and excited to learn as they explore magic glow in the dark sand. They demonstrate high levels of concentration as they use special resources to manipulate the sand and investigate how they can make changes to its texture. They show curiosity as they notice the marks they have made in the sand when the lights are turned off.
- The childminder talks to children and engages them in meaningful conversations. She helps them to develop the confidence to share their thoughts and views. This helps children, including those with English as an additional language, to develop a wide vocabulary. For example, they name dinosaurs and describe how a kaleidoscope works.
- Children are very confident and eagerly perform impromptu songs to their friends and to the childminder. They are independent and happily help themselves to the wide range of toys and resources on offer.
- The childminder promotes children's understanding of early mathematics well as she encourages children to count and recognise numbers during play. Children use mathematical language as they compare the height of the tower they have built to other toys.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to keep children safe. She has recently completed training to update her knowledge of child protection and wider safeguarding issues. The childminder understands when and how to make referrals if she has concerns about children's well-being, including when they may be at risk of extreme views or behaviours. The childminder ensures children are appropriately supervised and her home is safe.

What does the setting need to do to improve?

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

- strengthen the design of the curriculum to ensure that it provides sufficient opportunities to extend children's learning even further.

Setting details

Unique reference number	EY358470
Local authority	Southampton
Inspection number	10132656
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	0 to 8
Total number of places	5
Number of children on roll	2
Date of previous inspection	9 May 2016

Information about this early years setting

The childminder registered in 2007. She lives in Southampton, Hampshire, close to the city centre. The childminder is available to provide care Monday to Friday from 8am to 6pm. The childminder is able to receive funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Teresa Newman

Inspection activities

- The childminder told the inspector how she designs and organises the curriculum for the children in her care.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The childminder and the inspector carried out a joint observation to assess how well the childminder reflects on the quality of teaching.
- Written communications from parents were reviewed at the inspection.
- The inspector sampled documents relating to suitability and safeguarding.

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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