

Childminder report

Inspection date: 30 May 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children clearly enjoy their time in the care of the childminder. They eagerly run in, happily greeting their friends and chattering to the childminder. She is attentive and responds positively to what children say. They are confident to ask for help and to seek out her company. The childminder is warm and friendly and offers children nurturing reassurance when necessary. They thrive in her care. She supports and promotes children's emotional well-being effectively.

The childminder plans a broad curriculum, building on what children know and can do. She teaches children the skills they need to move on to the next stage in their education. Children benefit from having clear boundaries and expectations, such as to take turns and share resources. They respect what the childminder says and show positive attitudes to her requests and instructions and to each other.

Children show they feel proud of what they can do. For instance, children put on their own shoes and coats. They keep on trying, such as when fastening their zips. The childminder offers them plenty of warm praise and encouragement. This helps children to develop resilience to tasks they find more challenging to complete.

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

- Since her last inspection, the childminder has made positive changes to the quality of care and education that she offers. For instance, the childminder has attended training to develop and improve her knowledge. She has used her new skills to plan and deliver a more ambitious curriculum for children.
- The childminder builds positive partnerships with external professionals who work with children. Parents' comment how much they value her advice and support for their children at home. At times, the childminder works with an assistant. She shares relevant information with her assistant and monitors the quality of their practice. Effective partnership working ensures high levels of continuity for children's care and learning.
- The childminder knows the children well. She understands how children learn and what they like to do. The childminder uses this knowledge to plan activities to support their learning. Children enjoy sorting and matching coloured objects, for example. They learn to play alongside each other and to negotiate taking turns with resources. This helps to promote their social skills.
- Overall, teaching is good. Most activities capture children's interests and support their learning well. However, at times, the planning and delivery of activities is less effective. Occasionally, children are not fully engaged in purposeful learning. The childminder has not fully considered how to adapt her curriculum more precisely to meet children's individual learning needs. Additionally, at times, children become easily distracted and the environment becomes disorganised.

- The childminder has a sharp focus on ensuring that children develop good communication skills. She is an effective role model for children, helping them to hear many words as they play. The childminder is skilful at extending children's vocabulary. For example, she introduces new words and gives children clear explanations to help them understand what these words mean.
- Children learn about mathematical concepts in a meaningful way. For instance, at lunchtime, the childminder helps them to understand size by comparing their water bottles. She helps them to see the difference between medium, big and gigantic. Children develop an understanding of simple mathematical skills.
- There are good arrangements in place to support children's social skills and self-esteem. The childminder is a positive role model for children and supports them to learn to share and take turns. This successfully helps children to develop the skills they need to play cooperatively and make friends.
- The childminder teaches children to develop effective hygiene routines. For instance, they learn to wash their hands before eating. The childminder helps children to learn about safety. For instance, she reminds them to sit still and eat. Children enjoy regular outings into the local community. They have many opportunities to be physically active. This contributes to developing their overall good health.

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:

- review and enhance the planning and delivery of activities to consistently promote children's engagement and focus so that they fully benefit from the intended learning.

Setting details

Unique reference number	EY373700
Local authority	Southampton
Inspection number	10303649
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 14
Total number of places	6
Number of children on roll	18
Date of previous inspection	28 June 2023

Information about this early years setting

The childminder registered in 2008. She lives in Southampton. The childminder operates for 49 weeks of the year, from 7am to 6.30pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children. The childminder holds an early years qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder 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 has been implemented and the impact this has had on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of household members.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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