

Childminder report

Inspection date: 14 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children take great pleasure in refining their early writing skills. This was evident as they independently wrote their names on drawings. Children exhibited pride and smiled broadly as they showed finished pictures to the childminder. Children practise physical skills. For instance, the childminder modelled how to throw small balls through low hoops and children copied her. Although they did not always hit the target, they thoroughly enjoyed trying. Children were supportive of others. They clapped as friends managed to get the ball into the net.

The childminder uses a range of good strategies to help increase children's language skills. She incorporates a range of rhyming, singing and story activities into the routine. Children who speak English as an additional language make good progress alongside their friends. Older children take an interest in letters. This was illustrated when they skilfully placed letters of the alphabet in order. When they needed help they asked the childminder and she provided them with hints so that they could identify the next letter. There are fewer chances for older children to solve number problems and enhance their mathematical abilities.

The childminder and her assistant are compassionate and kind. They adopt a gentle tone when they talk to children. Babies and toddlers feel secure. They demonstrated this as they snuggled up to the childminder following their morning nap.

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

- The childminder understands her responsibility to supervise her assistant. She provides her with different learning opportunities and helps her to understand the setting's policies and procedures. The childminder clearly delegates responsibilities to her assistant so she always understands what is expected of her.
- The childminder shares a frequent flow of information with staff at other settings who care for the same children. She speaks to children's key person about their development so that she is able to offer children similar levels of support. Children flourish under the consistent care routine.
- Children access an array of technology equipment and they thoroughly enjoy experimenting. This was evident as toddlers practised pressing buttons on toys. They looked surprised as toys made a noise in response to their touch. Other children waited patiently for friends to finish with their favourite electronic toys.
- The childminder is motivated to develop her skills and knowledge of good early years practice. She responds positively to training and introduces new ideas into her provision. For instance, she recently attended a course that focused on how to support children's emotional development. The childminder considered how

she could help children relax. She has increased relaxation spaces in her home. Children use these comfortable areas to recuperate after play.

- Children show an interest in talking about different types of foods. For instance, they talked about foods they eat at home. Children shared information about foods they identified as being less healthy, such as cake and milkshake.
- The childminder employs positive strategies to support good behaviour. She reminds children to share toys and to be gentle when they are playing close to toddlers and babies. Children are considerate of the needs of their friends.
- Children respond positively to the childminder's assistant. This was evident when she led a singing activity. The assistant encouraged children to use their imagination as they roared like dinosaurs as part of the song. Toddlers pointed out body parts as they danced to music they recognised. The assistant enriched children's learning when she introduced character puppets into the activity. Children saw these and made links to individuals in their own family.
- The childminder fosters strong partnerships with parents. Recently, she identified that some parents were slightly less involved in her practice. She increased the information she shares to encourage them to fully engage with her about children's learning. This drive has been successful.
- The childminder pinpoints what children are able to do. She sets clear aims to help them move on in their learning and development. The childminder organises a good range of activities. However, she does not make the most of opportunities to help children develop their mathematical skills, including making comparisons between quantities and using numbers in a range of ways.

Safeguarding

The arrangements for safeguarding are effective.

The childminder reinforces her assistant's understanding of safeguarding and she explains any complicated safeguarding issues. She checks that her assistant knows what to do if she suspects that a child is at risk. The childminder knows how to pass concerns on to appropriate professionals to protect children from harm. She risk assesses her practice well and checks that the garden area is free of any sharp objects before they take children out to play. The childminder is aware that the steps in the garden can get slippery in wet weather. She reduces risk of children falling as she carefully moves into the garden first and helps children up the steps.

What does the setting need to do to improve?

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

- increase opportunities for the older and most able children to extend their mathematical knowledge, including comparing quantities and solving number problems.

Setting details

Unique reference number	EY428262
Local authority	Southampton
Inspection number	10065879
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	12
Number of children on roll	8
Date of previous inspection	17 September 2015

Information about this early years setting

The childminder registered in 2011 and lives in Bitterne, Southampton. She operates Monday and Tuesday from 7am to 5pm, and on Wednesday, Thursday and Friday from 7am to 4pm, for most of the year. The childminder is registered to provide overnight care. She works with an assistant. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Julie Bruce

Inspection activities

- At the start of the inspection, the childminder and the inspector took a learning walk and discussed the layout of the provision.
- The inspector and the childminder watched the assistant as she led a planned activity.
- The childminder explained her safeguarding policies and procedures during a conversation with the inspector.
- The inspector spoke to the childminder about the methods she uses to develop her knowledge and skills.
- At appropriate times the inspector spoke to the childminder about what children know and can do.

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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