

Childminder report

Inspection date: 12 December 2023

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at the setting. They form secure relationships with the childminder, co-minder and their assistant, who are kind, nurturing and responsive. Children demonstrate that they feel safe and secure. For instance, they giggle as they share jokes with the adults and seek cuddles and reassurance when they need it. The childminder encourages children to help each other as they learn to be independent. For example, older children help younger children to dispense soap when washing their hands. This helps them to develop new skills and meaningful friendships with their peers.

The childminder and co-minder introduce children to new concepts through regular discussion and questioning. For example, children explore measurements as they consider who is the tallest. The childminder and their assistant help children to compare their heights and extend this further by exploring whether their findings change if some children were to sit down. The childminder models mathematical language, such as 'tall', 'short' and 'compare'. This helps children to develop the skills they will need for future learning.

The childminder creates an environment where children feel safe to challenge themselves. For instance, during story time, the childminder invites children to have a go at reading the story. Children sit on the sofa and imitate the childminder as they lead story time. They introduce the book and use the pictures to retell familiar stories while checking that their friends can see the pages. This helps children to develop high levels of confidence.

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

- The childminder, co-minder and assistant have high expectations for children's learning. Together, they create an ambitious curriculum that successfully builds on what children already know and prioritises what children need to learn next. The childminder, co-minder and assistant engage in regular supervision that promotes the continuous development of the setting. This includes identifying professional development opportunities that build on their individual strengths. Children, including those with special educational needs and/or disabilities, make good progress as a result.
- Overall, the childminder supports children to be effective communicators. They model language well as they commentate on children's play, repeating any mispronounced words correctly. The childminder and co-minder speak clearly and introduce new vocabulary regularly. However, on occasion, they do not consistently adapt their language for those who are at an earlier stage in their communication development. For example, during a play dough activity, adults can overload younger children with information. This can limit their opportunities

to process and respond. This means that some children have more opportunities to develop their speech than others.

- Children have lots of opportunities to develop their physical skills. For instance, the childminder encourages children to explore the movements they can make with their bodies. Children stretch their arms wide and make large snapping motions as they move like crocodiles. They have opportunities to develop their core strength and balance in the garden as they climb, run and navigate different terrain. This helps children to develop the skills they will need for future writing.
- Children develop good levels of independence during their time at the setting. Staff use routine activities to promote children's independence well. This helps to prepare them for their eventual move to school. For example, children pack away their own belongings. The childminder helps children to develop the skills they need to carry out tasks for themselves, such as zipping up their jackets. Children learn to respect their environment, and they take an active role in keeping play areas clean and tidy.
- Children learn how to keep themselves safe and healthy. For instance, during mealtimes, the childminder discusses why bodies need food to stay active and well. Children gain an understanding of why washing their hands and coughing into their elbow reduces the spread of germs. Children have access to an environment that is clean, safe, and hygienic.
- Staff provide care routines that respond well to children's need for privacy, dignity and respect. For instance, the childminder asks children's permission before changing their nappies and wiping their noses. They ensure that nappy changing areas are out of view of other children and visitors. This helps children to develop an early understanding of respecting and protecting their bodies.
- The childminder and co-minder work in partnership with parents, creating consistency for children. For example, parents receive regular updates on their children's progress through their online platform and daily face-to-face communication. Parents speak highly of the care their children receive and the progress children make during their time at the setting. This includes developing socialisation and independence skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder, co-minder and their assistant are committed to keeping children safe from potential harm. They update their safeguarding knowledge regularly and have a good understanding of their roles and responsibilities in ensuring children's welfare. The childminder and their co-minder demonstrate a secure understanding of the signs and symptoms that may indicate a child welfare concern. This includes when children are at risk of physical abuse or county lines. Furthermore, the childminder and co-minder understand the procedures to follow should they have safeguarding concerns. This helps to keep children safe from potential harm. The childminder and their co-minder provide a secure environment in which children feel safe.

What does the setting need to do to improve?

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

- provide children with quality interactions that consistently promote and support children's developing language skills, particularly those who are at an early stage in their language development.

Setting details

Unique reference number	EY434381
Local authority	Southampton
Inspection number	10277716
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	2 to 12
Total number of places	6
Number of children on roll	35
Date of previous inspection	17 January 2023

Information about this early years setting

The childminder registered in 2011 and lives in Southampton, Hampshire. She works with her husband, who is also a registered childminder, and has two assistants who are available to work if needed. The childminder and one of her assistants hold early years qualifications at level 3. The childminder operates all year round, from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children.
- The inspector observed the childminder interacting and communicating with the children.
- The inspector spoke to children and the childminder at convenient times and reviewed written feedback from parents.

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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