

Childminder report

Inspection date: 7 February 2024

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 demonstrate that they are happy, polite, and confident. They settle seamlessly at the childminder's homely setting. The childminder knows the children very well. She is attentive to their needs and sensitive to their feelings. She quickly recognises when they need a nappy change, drink, or snack. She is friendly and caring. Children have established secure attachments and close relationships with her. They are keen to share their experiences with her. The childminder regularly provides children with a cuddle when required. As a result, children feel safe and secure. Children independently choose from a rich variety of resources that the childminder has thoughtfully provided. The childminder encourages children to be independent in their play. Children share ideas, such as making and serving acorn tea in the mud kitchen. Children chat happily to each other and the childminder as they play.

Children learn well as the childminder provides a broad and interesting curriculum. Children move around the play areas to access the range of available resources. The childminder plans activities to build on what they know and can already do. For example, children enjoy counting in sequence. The childminder uses this opportunity to extend their knowledge and understanding of mathematics through activities that are fun, interesting, and challenging. Children are keen to participate and spend long periods of time at the activities. For example, they take turns to catch numbered ducks in a net. Older children excitedly call out the numeral and count how many they have caught.

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

- The childminder provides a sequenced and well-balanced curriculum that extends children's knowledge and skills. She encourages children to investigate and explore. For example, during an ice experiment, children use their problem-solving skills to melt ice blocks with salt and hot and cold water. This helps children to learn independently and be curious.
- The childminder is proactive in promoting children's speech and language skills well. For instance, she introduces them to a broad range of vocabulary during problem-solving, singing and story time activities. However, at times, the childminder does not explain the meaning of new words. Despite this, children are confident communicators.
- Overall, the childminder plans for children's next steps in learning effectively. Teaching is sequenced well, which supports children to gain a deeper understanding of what is being taught. Children enjoy the exciting and interesting range of activities provided by the childminder. For example, children learn about winter. They listen to stories and use their imagination to become the polar animals in the story. However, on occasion, during group activities, the

childminder is not precise enough in supporting younger children to remain engaged and focused. This means that the learning opportunities for all children are not always consistent.

- Parent partnerships are strong. Parents speak highly of the dedicated childminder. They value the good support that she provides to children. The childminder ensures that parents are updated regularly about children's progress and provides parents with ideas for learning at home.
- The childminder provides an environment that supports children's developing independence skills. She encourages children to carry out tasks for themselves. For example, older children wash and dry their hands before the snack routine. Younger children manage hand hygiene while supported by the childminder. All children find their coats and shoes for outside play.
- Children's physical development is supported well. The childminder provides opportunities for children to develop their fine and gross motor skills. For example, children enjoy threading activities, which help to develop pincer grip in readiness for early writing. They use ride-on vehicles and practise their balancing skills while walking on rocks around the fairy tree.
- The childminder supports children to understand positive conduct. She is a good role model and has high expectations for children's good behaviour. She uses praise to promote good behaviour and gently reminds children of rules and boundaries. Children work harmoniously together. They share and take turns during activities. This helps to develop a harmonious environment for everyone.
- The childminder reflects on her continuous professional development well. She ensures that she attends mandatory training as well as a rich variety of training events, such as training to address the continued effects of the COVID-19 pandemic on young children. This helps to support all children in their learning and development.

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:

- adapt teaching, when necessary, to more fully engage the youngest children in activities to help them to be motivated to learn
- enhance the support for children to understand the meaning of the new words they are learning.

Setting details

Unique reference number	EY463275
Local authority	Hampshire
Inspection number	10308416
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 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	6 March 2018

Information about this early years setting

The childminder registered in 2013. She lives in the Hedge End area of Southampton, Hampshire. The childminder offers care from 7.45am to 5.30pm on Monday, Tuesday, Wednesday and Friday. She receives funding to provide free early education for children aged two, three and four years. The childminder is a qualified primary school teacher.

Information about this inspection

Inspector
Loretta Murphy

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 childminder and has taken that into account in her evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss how the childminder supports children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector evaluated children's learning during activities.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the provision 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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