

Childminder report

Inspection date:

20 September 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children settle with ease at the childminder's welcoming home. They have formed secure relationships with each other and the childminder. Children behave well. They treat each other with respect and kindness. For example, children share instruments during music time. They are reminded of appropriate behaviour by the childminder, who is a good role model.

Children are confident in social situations and are quick to settle when visitors are in the setting. This is demonstrated by the way children consistently make others aware of their needs and ideas. For example, children confidently request particular toys and interact with others. Children are equally able to play alongside others and with their friends.

Children are safe and well looked after in this homely and inviting setting. They independently select from a good variety of stimulating resources, which inspires their curiosity to learn. Children engage well in activities and show a desire to explore. For example, children learn how to build towers using bricks. They play cooperatively together and share experiences with the childminder and their friends. Children are able to assist the childminder to complete tasks. For instance, they help to tidy toys they have played with.

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

- The childminder welcomes new children into her home by offering a range of settling-in sessions. She uses these to gain an understanding of children from the parents' perspective. The childminder looks closely at children's interests, existing knowledge and capabilities. This enables her to plan for children's future learning and development.
- The childminder provides a range of resources and activities to support children's learning and development. She tailors the activities to meet all areas of the curriculum. For example, children learn about different ways of moving their bodies, rhythm, counting in sequence and language skills during a 'music and song' activity.
- The childminder provides good opportunities for children to develop their communication and language skills. For instance, children are encouraged to talk about what they are doing and to recall past memories. This enables them to develop independent thinking and reasoning skills.
- The childminder knows the children well. She plans activities based on the children's unique interests. For example, children request to play 'peekaboo' and the childminder skilfully includes this during song time. This ensures that children feel valued and heard, which helps to develop a positive sense of self.
- Parents comment positively about the childminder. They comment that they feel

supported and that she is like part of the family. The childminder updates parents daily about children's progress through an encrypted social media app and at collection time. The childminder is very aware of the emotional well-being of children and families. During the COVID-19 pandemic, she visited families, stood outside their homes and waved to them from outside. This helped children understand that she was still there. Parents commented that this improved the well-being of everyone and helped with transitions.

- The childminder keeps her own knowledge and skills up to date through training. She regularly discusses ways to improve learning and development for children with her co-childminder. This further ensures that outcomes for children are improved and helps to close the gaps in children's learning and development.
- The childminder provides opportunities for adult-led activities in art and design. However, she has not fully considered ways for children to independently select resources to enable their creative expression and to develop mark-making skills.
- The childminder provides opportunities for children to be active and learn about the world around them. Children walk to the local park and manage their own risks on the safe 'yellow brick road' route. This enables them to walk on their own and look at and discuss the local environment. However, she does not always support children's opportunities to explore the outdoor environment in all weather. For example, children are not always provided with suitable wet-weather clothing. This limits the learning opportunities that come with exploring the outdoors in different weather conditions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She is able to identify the signs and symptoms of abuse, including extremism and radicalisation. The childminder is aware of her role and responsibility to ensure children are safe from harm. She knows who to contact if she is concerned about a child's welfare. The childminder's home is safe and secure. She regularly completes risk assessments to ensure everything is safe for children. Children learn how to keep themselves safe and manage their own risks under the guidance of the childminder. For example, children learn how to safely walk to the local park on a route with no cars.

What does the setting need to do to improve?

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

- support children further to develop their mark-making skills and artistic free expression, using a variety of resources and activities
- plan more effectively so that children have opportunities to explore outdoors in all weathers, to make the most of the learning opportunities that different

weathers present.

Setting details

Unique reference number	EY481652
Local authority	Southampton
Inspection number	10228935
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	6
Date of previous inspection	12 October 2016

Information about this early years setting

The childminder was registered in 2014. She lives in Shirley, Southampton. The childminder works with her co-childminder husband. She is open from Monday to Friday, 7.30pm until 5pm, all year round.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2022