

Inspection date	20 April 2015
Previous inspection date	26 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder offers high-quality provision. Since the last inspection, she has attained a relevant qualification and attended training events to increase her professional development, which have had a good impact on improving her provision and the learning experiences she offers children.
- The childminder and her co-childminder work well together. They are clear about their roles and responsibilities. They safeguard children's welfare effectively.
- The childminder uses self-evaluation effectively to identify ways of further promoting children's care and learning, and involves parents in this evaluation.
- Children are confident and motivated to learn because they develop close bonds with the childminder, who meets their emotional and physical needs well.
- The childminder plans effectively. She provides a good range of adult-led activities and skilfully engages children through effective teaching and purposeful play. Children make good progress as a result.
- The childminder provides a safe and interesting environment for children to play in and explore, which helps them to initiate their own play.
- The childminder works closely with professionals involved in children's care and learning, which means that children are supported well.

It is not yet outstanding because:

- The childminder does not always provide opportunities for children who are ready to increase their early literacy skills, particularly in regard to early writing.
- The childminder does not always guide parents in how to promote home learning.

What the setting needs to do to improve further

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

- raise teaching to a consistently high standard by increasing opportunities for children to see, learn to recognise and write their names, according to their stages of development to enhance their early literacy skills
- enhance children's learning by providing guidance and information to parents and carers about ways of supporting their children's learning at home.

Inspection activities

- The inspector observed the childminder's interaction with children during activities, and looked at the range of toys and equipment available for their use.
- The inspector talked with the childminder, her co-childminder and the children.
- The inspector undertook a joint observation with the childminder.
- The inspector sampled a range of documentation, including records relating to children, self-evaluation, safeguarding procedures, and feedback from parents.
- The inspector had discussions with the childminder about her policies and procedures, including how she works with her co-childminder and the roles they take in the provision; methods of assessing and planning for children's progress and how she works with parents and other early years providers.

Inspector

Jacqueline Munden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a secure understanding of how children learn. She observes children closely and accurately assesses their levels of development. The childminder expertly engages children in purposeful discussions and models language well at all times. This means that children, including those learning English as an additional language, become confident talkers and gain the skills they need for their future learning. At the inspection, children were absorbed in exploring a frog game. The childminder promoted children's mathematical skills well as she helped them to count the frogs, skilfully pausing between numbers, which prompted children to say the next number. Children had great fun and developed good coordination as they learnt to press levers on the frogs to make them jump. They responded well to the childminder's calm and consistent encouragement to take turns. She extended children's learning as they sang a counting song, and she helped them to work out how many frogs were left each time one jumped away. The childminder provides letters for those children who show an interest in reading and learning about the sounds letters make. For example, some children matched sounds to the letters making up the word 'frog'. However, she does not capitalise on this interest to help them to recognise and write their names, to develop early writing skills. Nevertheless, children gain useful skills for school.

The contribution of the early years provision to the well-being of children is good

Children benefit from outings to groups and parks, which promote their social skills, physical development and good health. Children are confident and develop high levels of independence and self-care skills, such as when they are given time to cut and prepare their fruit at snack time. Children learn to behave in safe ways because the childminder teaches them to help to clear away toys so that no one trips on them. Children choose toys and equipment from the well-resourced playroom. These resources promote all areas of learning well, and children enjoy their play because they choose what to do. The childminder helps children learn about the wider world as they use books and toys that show the differences between people and that reflect their home lives and languages.

The effectiveness of the leadership and management of the early years provision is good

The childminder and her co-childminder know their roles and meet requirements well. They take responsibility for specific areas of learning; for example, the childminder generally plans the creative activities. This arrangement works well. The childminder now displays children's artwork to make her home welcoming and show children that she values their creations. Children proudly show their parents what they have made, which keeps parents advised of children's activities and helps to involve them in their children's learning.

Setting details

Unique reference number	EY320388
Local authority	Southampton
Inspection number	834595
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	26 June 2009
Telephone number	

The childminder registered in 2006. She lives in the SO19 area of Southampton. Access to her home is by a set of steep steps. The childminder holds a recognised early years qualification at level 3. She works Monday to Friday, during term time. The childminder works with another childminder who works from her home, and receives funding for the provision of free early education to children aged two, three and four years.

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