

# Childminder Report

<b>Inspection date</b>	7 July 2015
Previous inspection date	17 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are welcomed into a warm, friendly home where they are valued and included to ensure all make good progress in their learning.
- The childminder has a strong commitment to providing good-quality provision. She attends training events to increase her professional development, which has had a good impact on the learning experiences she offers children.
- The childminder fosters children's confidence and self-esteem well through the support and encouragement given during free play and activities which she leads. She enables children to take part in a wide range of activities and play experiences.
- The childminder has a good relationship with the parents, overall; she shares key information with them and they are kept fully informed about their children's progress.
- Children feel safe and secure. Their emotional development is good due to the familiar routines and the calm, understanding support they receive from the childminder. The childminder meets children's individual needs well.

### It is not yet outstanding because:

- Although parents contribute to first assessments of children's abilities on entry, these do not cover all aspects of their development, so the childminder misses chances to get them off to the best start possible.

## What the setting needs to do to improve further

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

- gain more information from parents about children's abilities when they first start at the setting to inform the planning of activities and experiences from the outset.

### Inspection activities

- The inspector had discussions with the childminder and talked to the children at appropriate times during the inspection.
- The inspector sampled a range of documentation including records relating to children and safeguarding procedures.
- The inspector observed the childminder's interaction with the children during activities inside the home and in the garden.
- The inspector undertook a joint observation with the childminder.
- The inspector took account of the written views of parents.

### Inspector

Alison Large

## 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 uses children's interests to plan activities that build on their knowledge and help them to make progress. Children develop good communication skills and are confident talkers due to the effective techniques used by the childminder that help children to understand and learn new words, while increasing their coordination and creative skills. She uses very good teaching methods as she sits at the children's level during conversations. Children develop good counting skills as they learn to count the number of grapes and strawberries they eat at snack time, for example. The childminder makes observations and assesses each child's progress, which enables her to identify children's learning priorities. Each child receives an enjoyable, challenging experience across all areas of learning. The childminder keeps parents well informed about their children's progress.

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

Children develop close bonds with the childminder who helps them feel settled and secure. They choose toys and equipment from the well-resourced playroom that promote all areas of learning. The childminder helps prepare children well for the next stages in their learning and the move to school. She teaches children to be kind and to listen to each other. Children learn respect for others and how to behave in appropriate ways. Children are confident and develop high levels of independence and self-care skills. The childminder teaches children about keeping healthy and about what foods are good for them to eat. Children benefit from daily opportunities to play and explore outdoors, and develop their physical skills.

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

The childminder demonstrates a good understanding of the requirements of the Early Years Foundation Stage. She has a commitment to promoting good-quality provision to help children progress in all areas of learning. She monitors children's progress carefully to identify any gaps in their learning. The childminder uses self-evaluation effectively to improve her provision and make changes to her practice. Arrangements to safeguard the children are robust. The childminder has attended safeguarding training to ensure her knowledge is up to date. She has a good knowledge of child protection issues and her role and responsibility to protect children from harm. She works well with other settings children attend to help maintain continuity for children's learning.

## Setting details

<b>Unique reference number</b>	131328
<b>Local authority</b>	Southampton
<b>Inspection number</b>	846350
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17 June 2009
<b>Telephone number</b>	

The childminder registered in 1990. She lives with her husband and adult son in the Maybush area of Southampton. The childminder holds a relevant early years qualification at level 3.

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