

Childminder Report

Inspection date

10 September 2015

Previous inspection date

29 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has a good understanding of children's learning and development, and the quality of teaching is good. She provides children with a variety of well thought-out activities that engage and motivate them in their play. As a result, children make good progress.
- Children enjoy a good relationship with the childminder. She uses her individual knowledge of each child to help them feel settled and secure. This supports their emotional development well.
- The childminder and her assistant attend regular training to update their skills and knowledge. The childminder has used her recent training to build upon children's knowledge of the outside world.
- The childminder places a strong focus on children's reading and writing skills. This helps them to prepare for their next stage in learning, such as going to school.

It is not yet outstanding because:

- Occasionally, the childminder does not give children enough time to attempt tasks for themselves or develop their thinking skills and the ability to make their own choices.
- The childminder does not always consider how she can build upon children's mathematical knowledge by using play activities to develop their awareness of shapes.

What the setting needs to do to improve further

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

- allow children more time to attempt tasks independently to develop their thinking skills even further
- provide more opportunities for children to learn about shapes in play activities, to build upon their mathematical knowledge.

Inspection activities

- The inspector spoke to the childminder, her assistant, and children during the inspection.
- The inspector toured the parts of the childminder's home that are used by the children.
- The inspector took account of the views of parents spoken to, and provided in writing, on the day of the inspection.
- The inspector observed teaching and the impact this had on children's learning, both inside and outside.
- The inspector checked evidence of the suitability of the childminder, a selection of children's records and safeguarding policies, and discussed her self-evaluation process.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good knowledge of the Early Years Foundation Stage. She has a thorough understanding of her responsibilities to protect children, and safeguarding is effective. The childminder uses her knowledge and skills to provide children with a wide range of enjoyable learning experiences. Children receive a good level of challenge in activities because the childminder has high expectations of them. The childminder assesses and monitors children's progress well. Where she identifies needs, focused support ensures that gaps in their learning and development quickly narrow. Therefore, children consistently make good progress. The childminder regularly checks the quality of her provision, ensuring training and supervision for her assistant increases his knowledge and skills. She uses the views of parents and children to consider areas of development. This means that she is consistently able to drive improvement, which has a positive impact on outcomes for children.

Quality of teaching, learning and assessment is good

The quality of the teaching is good. The childminder plans a range of activities that engage children well. For example, younger children take part in counting games where they develop skills in addition and subtraction; this helps to support their mathematical development. The childminder consistently uses opportunities to extend children's communication and language skills. For example, she teaches children about the sounds that letters make, so that they confidently recognise and match these when sounding out their names; this helps children to develop their speaking and listening skills well. The childminder uses her regular observations and assessments to check children's development. She shares children's progress with parents on a regular basis. Therefore, parents are fully involved in their children's learning.

Personal development, behaviour and welfare are good

Children demonstrate that they enjoy their time with the childminder. She teaches children routines that support their good behaviour. She is a positive role model and encourages children to share their views through daily practices, so that they learn to value and respect the needs of others. This helps children to build strong relationships with the childminder and each other. Children learn about making healthy choices from a variety of nutritious meals and snacks that the childminder provides. Furthermore, children benefit from daily opportunities to play outside, which supports their physical health and well-being.

Outcomes for children are good

All children make good progress in their learning and development, from their starting points. Older children are keen and motivated to learn. This means that they develop skills ready for their next stage in learning, such as going to nursery or school.

Setting details

Unique reference number	EY426187
Local authority	Southampton
Inspection number	823230
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	29 November 2011
Telephone number	

The childminder registered in 2011. She works in Bitterne, Southampton, with two co-childminders. The childminder also has an assistant for emergency cover. She operates her service Monday to Friday from 6am to 9pm, for most of the year. The childminder also provides overnight care. The childminder receives funding for the provision of free early education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

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