

# Childminder Report

**Inspection date**

14 September 2015

Previous inspection date

12 February 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
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 secure knowledge of the requirements of her childminding role and safeguards children's welfare effectively.
- The childminder demonstrates a strong commitment to providing a high-quality provision. She uses effective methods to evaluate her provision to help her identify areas for further development and improve outcomes for children.
- Since the last inspection, the childminder has continued to increase her professional development through training and independent research. This has helped her to maintain high standards and has had a good impact on the learning experiences and care she continues to offer children.
- The childminder makes accurate assessments of children's progress. She provides a broad range of activities and engages children through effective teaching and purposeful play. All children make good progress in their learning as a result.
- The childminder successfully promotes children's welfare and emotional development. Therefore, children are confident and highly motivated to learn. This prepares them well for their future move to pre-school and school.

### It is not yet outstanding because:

- On occasions, the childminder does not seize opportunities to use relevant language while children play, to broaden their vocabularies and understanding, for example, by describing the parts of a toy train as the engine and carriage.
- The childminder misses some opportunities to help children to recognise their names, to extend their early literacy skills and prepare them further for their future learning.

## What the setting needs to do to improve further

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

- seize opportunities to use relevant language as children play, to further extend their vocabularies and understanding of the world around them
- increase opportunities for children to develop their literacy skills throughout the learning environment, to help prepare them further for their future learning.

### Inspection activities

- The inspector observed the childminder's interaction with children during activities indoors and in the garden, and looked at the range of resources and equipment available for their use.
- The inspector talked with the 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, safeguarding procedures and feedback from parents.
- The inspector had discussions with the childminder about her policies, procedures, methods of assessing and planning for children's progress, and about how she works with parents and other providers.

### Inspector

Jacqueline Munden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is clear and confident about the procedures to follow should she have a child protection concern. She has addressed the recommendation made at the last inspection and has made many improvements to her practice. This is particularly evident in the way she successfully assesses and tracks children's progress. The childminder makes good use of training to help her develop her practice further. For example, she follows a national scheme to help her assess and promote children's language and communication skills effectively. She engages parents well in this process, for example, by providing story sacks for them to share with their children at home. This has a very positive effect on children's learning and fosters their interest in books.

### Quality of teaching, learning and assessment is good

The childminder has a secure understanding of how children learn. She recognises the importance of helping them to develop strong communication and language skills. She gives a commentary of what children are doing so they learn the words to describe their actions. For example, 'You are pushing the trains under the bridge.' She asks questions that encourage children to think and respond, and repeats mispronounced words correctly, which means children are confident and capable speakers. The childminder knows each child's level of development and uses their interests well to help them progress further. This means children focus and concentrate for long periods. For example, she extends children's mathematical skills well as she describes the train track as a circle and that they are making the trains go, 'round and round.' She encourages children to count the trains and helps them to recognise numbers on the engines. Children show they are interested and learning well as they excitedly showed her two engines with a number one on them.

### Personal development, behaviour and welfare are good

The childminder is sensitive to children's needs. She supports them well as they settle and through changes in their lives. She works closely with parents to help children become independent and to manage their self-care and personal needs, such as toilet training. The childminder uses age-appropriate methods to help children to manage their feelings and behaviour, which means that they are learning to share, take turns and respect others. Children learn about the wider world as they play with toys and look at books that promote positive images of all people in society. They spend time playing outdoors every day, which helps them learn healthy lifestyles and develop good physical skills.

### Outcomes for children are good

All children make good ongoing progress in their learning and development, taking into account their starting points. Children's records show they are making consistent progress towards the early learning goals and learn the good skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	131342
<b>Local authority</b>	Southampton
<b>Inspection number</b>	840841
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12 February 2009
<b>Telephone number</b>	

The childminder registered in 1999. She lives in the Woolston area of Southampton in Hampshire and provides care on weekdays for most of the year. The childminder holds a relevant early years qualification at level 3 and receives funding for free early education for children aged two, three and four years.

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