

Childminder Report

Inspection date

3 November 2015

Previous inspection date

20 April 2012

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 is well qualified and has a good understanding of children's learning and development. She uses her individual knowledge of children to plan a range of activities that motivate and engage them in their play.
- The childminder is kind and caring, and develops sensitive relationships with children. Children demonstrate that they are happy and confident in her care. This supports their emotional well-being effectively.
- The quality of the teaching is good. The childminder attends regular training to update her skills and knowledge. For example, she has used her recent training on children's communication and language development to adapt her teaching skills and help children make good progress.
- The childminder establishes effective partnerships with parents. They speak highly of the childminder, recognising the good quality care and support that she provides.
- The childminder is committed to providing a high-quality provision. She identifies what she needs to do next in order to continually improve outcomes for children.

It is not yet outstanding because:

- The childminder keeps some toys and resources out of children's sight or reach, so they are unable to consistently make independent choices in order to develop their interests fully.
- The childminder misses opportunities to promote children's self-care skills through daily routines to help them learn how to manage their own personal needs successfully.

What the setting needs to do to improve further

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

- extend opportunities for children to see and reach the range of toys and resources available, so they can make choices, develop their ideas and be more independent in their play
- review the arrangements for routines and the organisation of materials, so children can develop further independence in managing self-care tasks.

Inspection activities

- The inspector observed children and the childminder's interaction with them during play and carried out a joint observation with the childminder.
- The inspector toured the areas of the premises that children use.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- 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.
- The inspector read parents' written comments to obtain their views.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of her role and responsibility in promoting children's learning and development. She knows how to provide a safe and secure environment for children to play and learn. Safeguarding is effective. The childminder knows what action she would take if she had concerns about the welfare of a child in her care. The childminder works in partnership with a co-childminder, and they discuss and share ideas to improve practice. The childminder is eager to develop her professional knowledge further, and demonstrates an understanding of how this will drive improvement in her practice even further.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder joins in children's play and interacts with them positively to extend their learning. For example, she encourages younger children to choose songs and helps them sing to develop children's confidence and self-esteem. She consistently uses opportunities to extend children's communication and language skills. For example, she teaches older children about the sounds that letters make, and children confidently sound out the letters in their names. This helps children to develop their speaking, listening and literacy skills well. The childminder uses regular observations and assessments to monitor children's learning. She quickly puts plans in place if she identifies gaps in children's development, helping all children to make good progress. She shares and discusses children's achievement with parents regularly to support learning at home.

Personal development, behaviour and welfare are good

The childminder develops good relationships with children, who demonstrate that they enjoy their time with her. She gains information from parents about children's current interests and routines. Children settle quickly as they feel emotionally secure. The childminder is a good role model. She is kind and attentive to the individual needs of each child. She teaches children to value and respect the needs of others through her daily practices. For example, children learn to share and take turns with resources during a painting activity. This helps them develop good behaviour, be thoughtful towards each other and prepares them well for their next stage in learning. Children learn about making healthy choices to promote their physical well-being; they choose from a variety of nutritious foods at snack time and enjoy daily opportunities to play and learn outside.

Outcomes for children are good

Outcomes for children are good. All children make good progress in their learning and development, appropriate for their age. Children benefit from the positive attitude of the childminder, who helps to promote their confidence and self-esteem. This prepares them well for their move on to their next stage learning, such as pre-school or school.

Setting details

Unique reference number	EY437332
Local authority	Southampton
Inspection number	824251
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	20 April 2012
Telephone number	

The childminder registered in 2011. She works in Bitterne, Southampton with a co-childminder. She operates Monday to Friday from 7.30am to 6.15pm, all year, except for family holidays. 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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