

Childminder Report

Inspection date

6 January 2016

Previous inspection date

20 April 2009

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 provides a safe and welcoming environment, where children learn through play and exploration. They are keen to join in a range of activities; those planned by the childminder and those they choose themselves.
- Children build good relationships with the childminder and one another. They learn to share, take turns and be polite. The childminder regularly praises children and they develop good self-esteem.
- Children make good progress. The childminder knows them well as individuals and monitors their development in order to identify and address any gaps in their learning.
- Positive partnerships with parents and other professionals enable the childminder to meet individual needs well. Parents appreciate the flexible service and the 'home from home' environment. They say that they are kept up to date with their children's progress.
- The childminder reflects on her provision and makes changes to benefit the children. For example, she has developed the garden area to enable children to play and learn outside in all weathers.

It is not yet outstanding because:

- The childminder does not always make the most of children's play and everyday routine activities to promote mathematics. She sometimes overlooks the chance to encourage children to count and develop their knowledge about shapes.
- The childminder sometimes misses opportunities to raise children's awareness of words and letters, and understanding that print has meaning.

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 count and learn about shape through their play and everyday activities
- provide more opportunities for children to develop their early reading skills and awareness that print has meaning.

Inspection activities

- The inspector observed children's activities in the childminder's home and garden.
- The inspector spoke to the childminder and children about their activities.
- The inspector looked at a sample of documents, which included the children's progress records.
- The inspector took account of parents' views obtained from the letters they wrote.

Inspector

Brenda Flewitt

Inspection findings

Effectiveness of the leadership and management is good

The childminder organises her home well to meet children's welfare and learning needs. Safeguarding is effective. The childminder keeps her knowledge up to date with regard to promoting children's safety. The childminder has a good understanding of child protection issues and the correct procedures to follow if she has concerns. The childminder develops her understanding and knowledge about children's well-being and learning through various methods. For example, regular contact with other professionals has helped her support children who are learning to speak, more effectively.

Quality of teaching, learning and assessment is good

The childminder has a good understanding about the learning and development requirements. She provides a wide range of play equipment and understands the importance of children making their own choices. The childminder promotes children's communication and language well. For example, she talks with them as she joins in their play, naming objects and describing actions. Children enjoy books and stories. They like to join in with familiar words and phrases. The childminder takes children on outings in the local community where activities include meeting other people, learning about animals, and experimenting with natural materials. For example, children were excited as they noticed the patterns when they sprinkled powder paint into puddles as they walked in the woods.

Personal development, behaviour and welfare are good

Children are happy and settled. The childminder finds out details of children's individual needs from parents and helps children to feel secure. Children develop a strong sense of belonging in a variety of ways. For example, they enjoy looking at photographs of themselves and their families. The childminder teaches children good habits in order to keep themselves healthy. Children develop increasing independence in caring for themselves and staying safe. For example, they enjoy choosing from healthy options at meal times. Children have fresh air and exercise every day. At the inspection, they were keen to play outside, pretending to drive vehicles and fill the fuel tanks.

Outcomes for children are good

Children make good progress. They develop confidence in relating to other children and adults. Children make choices and feel secure to make their needs known. They focus well on activities and join in with enthusiasm. Children develop good independence, such as managing their clothes and fastenings. Skills such as these help children to prepare well for the next stage of learning and starting school.

Setting details

Unique reference number	112052
Local authority	Hampshire
Inspection number	835894
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	20 April 2009
Telephone number	

The childminder registered in 1996. She lives in Totton, Southampton and works with her daughter who is also a registered childminder. The childminder provides care each weekday, all year around between the hours of 7.30am and 6pm. She has an early years qualification at level 3. The childminder receives funding to provide free early years education for children aged three and four years.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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