

Childminder Report

Inspection date

6 January 2016

Previous inspection date

22 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children form secure attachments with the childminder. These help to promote their emotional security and well-being effectively.
- The childminder assesses children's skills and abilities accurately. She uses the information to plan activities to help children to make good progress in their learning.
- Children's communication and language is supported well by the childminder's positive interaction, for example, she helps children to learn new vocabulary.
- The childminder has a good understanding of safeguarding issues and her responsibility to provide a safe and secure environment for children.
- Children have free access to a broad range of toys and resources that help them develop independence as they choose their play activities.
- An effective partnership with parents and other early years providers, together with the two-way exchange of information, helps to provide consistency for children's care and development.
- The childminder continues to develop and improve her provision.

It is not yet outstanding because:

- The childminder does not always make the best use of every opportunity to encourage children to develop their early literacy skills.
- The childminder misses opportunities to consistently extend all children's learning through spontaneous play activities.

What the setting needs to do to improve further

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

- strengthen opportunities to promote children's early literacy skills
- use all spontaneous opportunities to consistently extend all children's learning.

Inspection activities

- The inspector observed activities and interaction between the childminder and the children, and reviewed the play equipment and resources.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documentation including a sample of children's records.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at the systems used by the childminder to evaluate her provision and comments from parents.

Inspector

Dinah Round

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to manage, and minimise risks for children, without restricting opportunities for their development. The childminder continues to update her knowledge and skills to help her improve her practice, for instance, by attending relevant training. She constantly reflects on the service she provides to help her drive improvement and gathers feedback from parents. For example, she recently tried new ways to assess and monitor children's achievements to help her to continue to track children's progress effectively. The childminder provides parents with good information about her provision and of children's development. Parents comment positively on the way that the childminder encourages the children to learn and how she supports the children's development.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge and understanding of how to promote children's learning and development. She organises play activities around children's interests which increases their enjoyment and learning experiences. For example, specific resources are provided to link in with the children's favourite stories. The children have fun manipulating the playdough, and enjoy being creative and using their imagination as they mould it into various shapes. The childminder talks to children about the different shapes, sizes and patterns they have created. She makes good use of opportunities to introduce new words during the activity, such as, 'squishy' and 'stretchy' to extend children's learning further. Children learn about nature and where their food comes from through specific activities organised by the childminder. For example, they take part in planting and growing their own pumpkin, tomatoes and peppers, which helps to support their active learning.

Personal development, behaviour and welfare are good

The childminder is sensitive and supportive of the children, encouraging them to explore their environment and the wide range of accessible toys. They have good opportunities to be active and engage in physical play. For example, they enjoy playing outside and show good control as they climb and balance on the slide. Children learn about how to keep themselves safe. For example, they understand the need to help make a wet, slippery slide dry, to make it safe to use. Children play together well and show consideration towards others. They help tidy away toys and learn how to care for the play equipment. The childminder's praise and reassurance helps to boost their confidence and self-esteem.

Outcomes for children are good

Children make good progress and develop the key skills they need for the future. They are well prepared for their next steps in their learning, and their move on to school.

Setting details

Unique reference number	131407
Local authority	Southampton
Inspection number	825496
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	22 January 2009
Telephone number	

The childminder registered in 1995. She lives in the Shirley area of Southampton, in Hampshire. The childminder has a relevant early years qualification.

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