

# Childminder Report

**Inspection date**

7 January 2016

Previous inspection date

18 June 2012

<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

- Children are enthusiastic and curious as they engage in a wealth of stimulating activities. Their individual interests are captured well. Children are motivated to learn.
- Parents help to establish accurate starting points for children's learning. The childminder makes regular assessments to help monitor progress and plan appropriate next steps for their individual development. Children make good progress in their learning.
- The childminder actively updates her safeguarding knowledge, thus reducing the risks to children.
- The childminder knows children very well. Her warm, caring and nurturing approach helps children of all ages to form strong emotional attachments. As a result, children thrive in her care.
- Children develop good communication and social skills due to the positive interaction they receive from the childminder.
- Children show high levels of confidence. They behave very well and cooperate with others during their play, which helps them build strong friendships.

### It is not yet outstanding because:

- The childminder does not use self-evaluation effectively, including by seeking the views of parents and children, to reflect on her practice fully and identify clear areas for improvement.
- The available play space at times restricts younger children's ability to practise their large physical skills confidently.

## What the setting needs to do to improve further

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

- develop a robust self-evaluation process, including the views of parents and children, to accurately identify and address weaknesses, and raise the overall quality of the provision
- review the organisation of equipment so that younger children have plenty of space to practise their large physical skills.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector looked at a selection of documentation, including assessments of children's learning, planning, safeguarding procedures and training records.
- The inspector took into account the written views of parents and children.
- The inspector considered evidence of suitability checks carried out for all adults within the home.
- The inspector held discussions with the childminder throughout the inspection.

### Inspector

Beverley Devlin

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a secure knowledge of the Early Years Foundation Stage. This has a positive impact on her ability to improve outcomes for children. The childminder is keen to extend her knowledge and, for example, attends numerous training courses to develop her teaching skills. Safeguarding is effective. The childminder implements robust procedures to protect children. She has a secure knowledge of how to report any welfare concerns to keep children safe. The childminder does not yet have a fully effective system in place to monitor and evaluate the provision to identify strengths and key areas for improvement.

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

The quality of teaching is strong. The childminder has a good understanding of how children learn. She provides play activities and experiences based on children's interests that build on their knowledge and help them make good progress. Children enjoy playing and exploring, for example, they have fun touching and using new creative materials. The childminder interacts positively. She questions children to skilfully develop their communication and language skills. The childminder successfully follows children's interests, for example, a favourite song about stars, to widen their knowledge and experiences. Children enjoy playing with torches and shine them on the ceiling to create stars. Younger children develop an interest in books and enjoy listening to a story. They point at the pictures and repeat words, which helps to build their vocabularies.

### Personal development, behaviour and welfare are good

Children are happy and well settled. The childminder promotes their independence well. The childminder helps children to understand the potential consequences of their actions, for example, by using appropriate explanations. Children are learning to take acceptable risk in their play and to keep themselves safe. They have daily outdoor exercise and eat healthy foods which contribute towards promoting their good health. Children have strong bonds with the childminder and are secure and confident. The childminder is a positive role model for the children. Children behave well and understand boundaries.

### Outcomes for children are good

The childminder supports children well to become independent learners and to develop good self-care skills. This helps to prepare them well for their next stage in learning. Children make good progress in their development.

## Setting details

<b>Unique reference number</b>	EY440336
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	824512
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18 June 2012
<b>Telephone number</b>	

The childminder registered in 2012. She lives in the Rowhams area of Southampton. She cares for children Monday to Friday from 7.30am to 6.30pm. The childminder holds a relevant qualification at level 3.

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Piccadilly Gate  
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