

Childminder Report

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| Inspection date | 22 February 2016 |
| Previous inspection date | 9 December 2010 |

| 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 focused on providing high-quality provision. She clearly understands and meets the requirements of her role. The childminder attends training opportunities and continually builds her knowledge and teaching skills for the benefit of the children.
- The childminder continually encourages parents to share information about their children's learning at home. Her ability to observe, assess and plan the next steps in children's development is strong and helps her to monitor their progress well.
- The childminder helps children to extend words into sentences. She uses expression in her voice, face and gestures to encourage good communication.
- Positive working partnerships with parents and professionals help the childminder to meet children's individual needs effectively.
- The childminder's routines help children to learn about living healthy lifestyles. Children have good opportunities for physical activity every day. They learn good hygiene routines and the importance of healthy eating.
- The childminder provides a good range of learning experiences that help children to consistently make good progress from their starting points.

It is not yet outstanding because:

- The childminder does not consistently use mathematical language to help increase children's awareness of shape, position and size.
- Very young children do not always have opportunities to explore everyday objects and items of different textures to enhance their creative skills further.

What the setting needs to do to improve further

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

- extend opportunities to use mathematical language in everyday situations, to strengthen children's early mathematical skills
- increase opportunities for the very youngest children to explore various textures and materials, to further develop their creative abilities.

Inspection activities

- The inspector toured the premises and viewed resources with the childminder.
- The inspector observed the children and childminder at play.
- The inspector examined the records and documents provided by the childminder.
- The inspector read comments from parents to inform the inspection.
- The inspector discussed the self-evaluation process with the childminder.

Inspector

Lynne Lewington

Inspection findings

Effectiveness of the leadership and management is good

The childminder values the views of parents and children to inform her effective self-evaluation process. She uses the information she gains to continually improve the provision for children. The childminder is well organised, and adapts and plans activities that encourage children to move towards the next stages in their learning. She is a positive role model, who sets clear and consistent expectations that result in children behaving well. All aspects of safeguarding are clearly understood and managed by the childminder, including the action to take if she is concerned for the welfare of a child. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder uses informed discussions with parents and planned settling-in times to gather information and begin to understand the individuality of each child. She listens attentively to children, responds warmly and effectively encourages children to extend their skills as they play. For example, she places interesting toys on the floor, in various places, to encourage babies to crawl to them and explore the environment. The childminder knows what children like and plans accordingly to meet their learning needs. She uses the many activities that children enjoy in the local community and her home, to help them develop a good awareness of diversity.

Personal development, behaviour and welfare are good

The childminder creates a welcoming and stimulating environment that encourages effective learning. Children experience a broad variety of activities that challenge and interest them. They form secure attachments to the childminder. She responds warmly, nurturing their interests. Children enjoy cuddles and independently seek the comfort of the childminder between exploring the many interesting toys. The childminder carefully encourages children to develop their independence and self-confidence in managing their personal needs.

Outcomes for children are good

Children enjoy their learning. For example, they showed a fascination with helicopters and enjoyed talking about them and making their own models. They practised their early writing skills well as they attempted to write their names on their creations. They learn to behave well and to respect and be tolerant of others. They are developing the key skills they need to progress to the next step in their learning.

Setting details

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| Unique reference number | EY365652 |
| Local authority | Southampton |
| Inspection number | 838046 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 6 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 9 December 2010 |
| Telephone number | |

The childminder registered in 2007. She lives in St Deny's, Southampton. The childminder holds a National Vocational Qualification in Childcare and Education at level 3. Her service is open Monday to Thursday, from 8am to 5pm, all year round.

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