

Childminder Report

Inspection date

1 March 2016

Previous inspection date

4 November 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 are happy and settled. The childminder supports them in learning to manage their own feelings and behaviour, to help them play together well.
- Partnerships with parents are excellent. The childminder uses highly effective systems to get parents actively involved in their children's learning, to promote a fully joined-up approach to children's development.
- Children make good progress in their learning. The childminder assesses children's skills and abilities accurately. She uses the information effectively to plan activities to help support children's learning.
- The childminder makes good use of books and stories. Children thoroughly enjoy listening to favourite stories, joining in with the familiar words enthusiastically.
- The childminder has a good understanding of safeguarding issues and the procedures to follow if she has any concerns.
- The childminder continues to reflect and evaluate her childminding provision to help her identify areas for improvement.

It is not yet outstanding because:

- The childminder does not always make the best use of everyday opportunities to fully promote children's independence.
- At times, the childminder does not take advantage of opportunities to fully build on children's interests in activities and to extend their learning as much as possible.

What the setting needs to do to improve further

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

- provide more opportunities to develop children's independence in their everyday activities
- build further on children's interest in activities to target teaching to extend their learning as fully as possible.

Inspection activities

- The inspector observed activities and interaction between the childminder and the children during their play.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at documentation, including a sample of children's records, planning and assessments.
- 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 is clear of her role to provide children with a safe and secure environment. She continuously reviews the play spaces and teaches the children about risks in the environment, such as the importance to clear away toys to prevent any falls. Children benefit from good-quality care and interaction. The qualified childminder constantly reviews her provision to help drive improvement, including gaining the views of parents. For example, she regularly provides new resources to increase play experiences for children. The childminder works exceptionally well with the parents to support children's developing needs. She encourages them to share children's interests and achievements at home. Parents speak positively about the childminder, how children have gained confidence and that taking books home to share is 'especially useful'.

Quality of teaching, learning and assessment is good

Children enjoy a good range of stimulating and interesting play experiences that promote their development successfully. The childminder understands how children learn. Her positive interactions motivate children to learn and help to keep them interested and engaged. For example, children had fun using the glue and various materials to create their special cards. The childminder provides extra paper and materials to help develop children's creativity. Children communicate well. For example, they enjoyed looking through their 'family books' and confidently talked about the people in the photographs. The childminder introduces counting with children in the play activities and daily routines.

Personal development, behaviour and welfare are good

The calm, caring childminder knows children well. She gains clear information about the children's starting points in their development from their parents when children first start. The childminder acts as a good role model, such as teaching children how to care for the toys and resources. Children listen well and cooperate by helping to tidy away the play equipment. The childminder offers sensitive support during play activities to help children develop their ability to share and take turns. For example, children happily wait to use the brush and dustpan to help sweep up the bits that have spilt on the floor.

Outcomes for children are good

Children make good progress from their starting points and are settled and content. They play well, actively exploring their surroundings with interest. For example, children use their imaginations well as they join in pretend play with their friends. The childminder skilfully promotes conversation to help develop their thinking skills. Children are gaining essential skills to help prepare them for the future, and their move on to school.

Setting details

Unique reference number	EY289309
Local authority	Hampshire
Inspection number	826922
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	3
Name of provider	
Date of previous inspection	4 November 2009
Telephone number	

The childminder registered in 2004. She lives in Swanwick, on the outskirts of Southampton, Hampshire. The childminder holds a relevant early years qualification at level 3. Her service is open all year round and she currently works two days a week, including before and after school.

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