

# Childminder Report

**Inspection date**

7 March 2016

Previous inspection date

30 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The childminder has a good understanding about how children learn and organises her setting so that children can choose toys and resources that engage and motivate their play. Overall, children make good progress in their learning and development.
- Children demonstrate that they feel confident and happy in the childminder's home. The childminder uses her good knowledge of children to ensure that their care needs are met. This supports children's emotional well-being effectively.
- The childminder provides good-quality teaching and learning experiences for children. She is particularly successful at promoting children's understanding of the world, so that children benefit from hands-on experiences in the natural environment.
- Parents speak positively about the childminder and value the good-quality learning experience that their children receive.
- The childminder attends a wide range of training to update her skills and knowledge, and uses this to improve the quality of her practice. This has a positive impact on outcomes for children.

### It is not yet outstanding because:

- On occasions, the childminder does not use her monitoring of children's development to plan precisely for their next steps.
- At times, the childminder does not encourage children to attempt tasks for themselves, to promote their independence.

## What the setting needs to do to improve further

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

- sharpen the focus on monitoring even more precisely to increase the potential for children to make rapid progress
- review daily routines to build upon opportunities to develop children's independence.

### Inspection activities

- The inspector observed the quality of teaching and the impact this had on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents, provided in writing, on the day of the inspection.
- The inspector toured the parts of the childminder's home that are used by children.
- The inspector checked evidence of the suitability of the childminder and her assistant, a selection of children's records and safeguarding policies, and discussed her self-evaluation process.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding about how to promote the learning and welfare requirements. Safeguarding is effective. Both the childminder and her assistant attend regular training to update their knowledge about how to keep children safe. They know what they would do if they had concerns about the welfare of a child. The childminder has established good relationships with other settings that children attend, to share information about children's learning regularly and promote consistency of care. The childminder takes a professional approach to improving her setting. She monitors the progress that children make and shares information with her assistant to update her skills and knowledge. The childminder uses regular self-evaluation and gains the views of parents, to reflect on her practice and guide improvement.

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

The childminder uses her regular observations to assess children's learning and plan for their next steps. She shares this with parents and uses her good relationships with them to share learning at home effectively. The childminder joins in with children's play well and uses good opportunities to extend children's understanding, thinking and listening skills. For instance, children build good physical skills as they experiment with fitting puzzle pieces together. They test ideas and gain good thinking skills as they talk to the childminder about how the pieces might fit. This helps to build on children's interests and curiosity, and ensures they remain engaged and motivated in their learning.

### Personal development, behaviour and welfare are good

Children are confident, actively play, and learn in the childminder's safe and welcoming home. Children develop good self-esteem as the childminder provides praise and encouragement, so that children develop a sense of achievement and feel good about themselves. Children behave well. The childminder promotes children's positive behaviour, so they develop good relationships with each other. The childminder promotes children's understanding of the wider community, for instance, through activities which teach children about other religious festivals, such as Chinese New Year. This helps children learn to value and respect the beliefs, cultures and differences between themselves and others.

### Outcomes for children are good

Overall children make good progress, from their different starting points. They gain basic skills in counting and shape recognition, and enjoy activities that promote their early writing. Children develop good literacy skills. For example, they enjoy choosing and listening to stories, talking about what might happen next as they share ideas. This helps children to be well prepared for their next stage in learning, such as pre-school and school.

## Setting details

<b>Unique reference number</b>	EY333885
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	827374
<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>	1 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30 November 2009
<b>Telephone number</b>	

The childminder registered in 2006 and lives in Netley, Southampton. The childminder operates her service Monday to Friday from 7am to 7pm, for most of the year. The childminder works with an assistant. The childminder receives funding for the provision of free education for children aged two, three and four years. The childminder holds an early years qualification at level 4.

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