

Childminder Report

Inspection date

27 April 2016

Previous inspection date

24 August 2009

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

- Children are very happy and respond well to the childminder's caring and calm interactions. They form a strong bond with the childminder and develop good relationships with their friends.
- Children are busy and are able to make lots of choices in how they play. They benefit from the wide range of activities that the childminder provides that closely reflect their individual interests and learning needs. All children make good progress.
- The childminder demonstrates a commitment to professional development. For example, she gains new skills through training and implements new ideas to improve outcomes for children and engage parents more in children's learning.
- Children are confident communicators. The childminder listens attentively to their discussions and gives children time to respond to questions, building their confidence in speaking and increasing their understanding of language.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to involve children in experimenting with early writing as they play.
- The childminder's procedures for tracking children's progress are not fully established to help her monitor all aspects of children's learning as closely as possible, to help promptly identify when children may need additional support.

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 for children to build on their literacy skills, particularly in relation to early writing
- extend monitoring systems to help track children's progress even more accurately.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation and a sample of other documentation, including policies and procedures.
- The inspector took account of the childminder's self-evaluation and written feedback from parents.

Inspector

Samantha Powis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection procedures and understands the action she must take if she has concerns about a child's welfare. The childminder monitors children's progress effectively and has a good understanding of their next steps. She reflects well on her practice and also attends training opportunities to help her make changes that impact positively on the outcomes for children. For example, the childminder has introduced the use of an electronic system for monitoring children's progress to enable more effective information sharing with parents. This helps to promote consistency when supporting their learning.

Quality of teaching, learning and assessment is good

Children are confident to explore the well-resourced learning environment. The childminder provides reassurance and encouragement to help children engage in play. For example, she helps to increase children's understanding of numbers and use of language as they count out money and pretend to make cups of tea. She provides opportunities for children to learn how to use technology safely. For example, under supervision, older children use the internet to research subjects and younger children start to recognise how things work as they use the electronic till in their play shop. Children have a keen interest in books and stories. The childminder provides a wide range of books and encourages children to take books home, involving all the family in their learning.

Personal development, behaviour and welfare are good

Children develop strong relationships. They are polite and understand how to behave. The childminder provides a good range of toys and activities that reflect the wider world, and takes children on outings in the local community. Children learn to consider the needs of others and take turns. The childminder helps children to learn about staying safe and keeping healthy. For example, she involves children in growing their own salads to eat and they all take part in practising the fire drill. She offers lots of praise, helping to boost children's confidence and self-esteem. Children have many opportunities to gain physical skills. For example, they develop increasing balance and coordination as they negotiate obstacles when using the scooters.

Outcomes for children are good

Children develop skills that prepare them well for the next stage in their learning. They are increasingly independent, for example, finding their own shoes and putting them on ready to go outside to play. They are confident in their interactions with the childminder. They are proud to share their achievements and know to ask for help when they need it.

Setting details

Unique reference number	131361
Local authority	Southampton
Inspection number	1030827
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	6
Name of provider	
Date of previous inspection	24 August 2009
Telephone number	

The childminder registered in 1995. She lives in the Woolston area of Southampton, Hampshire. The childminder provides care for children on weekdays throughout the year, from 8am to 6pm.

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