

# Childminder Report

**Inspection date**

30 June 2016

Previous inspection date

28 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 works closely with her assistant. They organise a broad range of well-planned activities, which supports children to make good progress in their learning.
- Children demonstrate secure emotional attachments to the childminder and her assistant. They are confident, happy and keen to involve them in their play. The childminder's care practices effectively support children's well-being.
- Children develop good communication and language skills. They are articulate and confident. The childminder supports children well, helping them to develop key skills needed for their next steps in learning and eventual move to school.
- The childminder works well with parents. She seeks information from them about what their children can do and provides regular updates on children's progress.
- Children behave well and learn to share and take turns. They are proactive in helping the childminder to keep the environment tidy and safe.

### It is not yet outstanding because:

- The childminder has made good progress since her last inspection to improve her practices. Her self-evaluation is developing well; however, it does not focus sharply enough on the quality of teaching, and include the views of parents, staff and children, to help identify further areas to develop.
- The childminder does not extend professional development opportunities to help increase her teaching skills further and focus on children's learning.

## What the setting needs to do to improve further

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

- strengthen self-evaluation to focus more sharply on the quality of teaching and its impact on children's outcomes, and include the views of parents, staff and children, to help identify further areas to develop
- focus professional development opportunities more precisely on children's learning, to help increase teaching skills further.

### Inspection activities

- The inspector spoke to the childminder and her assistant at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents via emails seen on the day.
- The inspector observed the activities in the childminder's home both inside and in the garden.
- The inspector conducted a joint observation with the childminder.

### Inspector

Rachel Cornish

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder and her assistant have a secure knowledge of how to keep children safe. They review risks in the environment and on outings regularly. They have a good understanding of safeguarding procedures to report any concerns they may have about children. Children play and learn in a safe environment and the childminder is vigilant about supervising them. Safeguarding is effective. The childminder has addressed the weaknesses raised at her last inspection well. For example, she plans and provides challenging activities that respond to children's interests and learning styles, and extend children's communication and language skills effectively. Overall, the childminder reflects well on her provision to help make improvements. She actively shares ideas and information with her assistant to support her in her role. Training has mainly focused on welfare requirements. The childminder has identified some further training opportunities but has yet to use them to develop her teaching skills further.

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

Children engage well in the interesting activities. They excitedly pour water from a tray into containers and enjoy making bubbles as they swish their hands in the water. The childminder offers good support to introduce new words, which helps children to explore and develop good communication and language skills. The childminder makes good use of daily routines to support children's learning. For example, at snack time, she encourages them to cut their bananas and think about the shapes they create and the different sizes. The childminder regularly observes and assesses children's level of development to identify any gaps to aid planning and children's good progress.

### Personal development, behaviour and welfare are good

Children have free access to a wide range of toys and resources that help them to develop independence and make choices, for example, to stay in the garden or to have their snack. Children have positive relationships with the childminder and her assistant. They enjoy regular cuddles, praise and consistent reassurance. Children have good opportunities to be active and engage in physical play in the garden and on outings to the park. Children develop positive attitudes to others and their learning that help prepare them well for the move on to pre-school and school.

### Outcomes for children are good

Children from an early age learn good independent skills and do things for themselves, for example, they wash their hands and identify their hand towel. Children are confident communicators. They are active learners who enjoy exploring and experimenting. Children learn well about mathematical concepts to compare size and shape.

## Setting details

<b>Unique reference number</b>	EY290078
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1048870
<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 - 7
<b>Total number of places</b>	11
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 August 2014
<b>Telephone number</b>	

The childminder registered in 2004. She lives in Bitterne, Southampton. She provides care each weekday throughout the year from 7:.30am to 6pm Monday to Thursday and from 7:.30am to 5:.30pm on Friday. The childminder holds a level 3 early years qualification. She works with an assistant.

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