

# Childminder Report

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 11 July 2016   |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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 settle well with the childminder. The childminder offers children lots of support, praise and encouragement, helping to increase children's confidence and build their self-esteem.
- The childminder provides good levels of challenge for the children, which helps them all to make good progress. She adapts the activities very well to ensure all children are involved in their learning, gaining new skills or building on existing ones.
- The play environments, both indoors and outdoors, are welcoming and motivating for children. The childminder provides a wide range of enjoyable activities that children can select for themselves, helping to increase the choices they make.
- The childminder has very good links with parents and other professionals involved with children. She regularly shares information about children's progress and provides parents with ideas of how to offer further support for children's learning at home.
- The childminder is committed to increasing her skills to help improve outcomes for children. She values feedback from parents and children to contribute to this process.

### It is not yet outstanding because:

- Children do not consistently have easy access to examples of writing and text to help support them when they want to attempt at writing their names.
- Occasionally, the childminder misses opportunities to further extend children's independence at meal times.

## What the setting needs to do to improve further

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

- provider even greater support for children's literacy skills, particularly in relation to identifying letter shapes
- further increase opportunities for children to gain independence at meal times.

### 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 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. She knows the actions she must take if she has concerns about a child's welfare. The childminder monitors children's progress well and provides activities that closely reflect children's next steps. This helps all children to make good progress in their learning. The childminder links very well with others to share information about children's learning and provide consistent support. She reflects well on her practice and attends regular training opportunities to help make changes that have a positive impact on outcomes for children. For example, as a result of training, children's speaking and communication skills are better supported, to help narrow any gaps in their learning.

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

The childminder is well qualified and uses her teaching skills effectively to support children's learning. Children are confident communicators. For example, they play games that help them to pronounce letters clearly. Children are keen to get involved as activities closely reflect their individual interests and learning needs. The childminder introduces them to the value of numbers and to order and count, for example, as they roll and hit the balls outside. Children have a keen interest in books. They demonstrate a good understanding of how books are used. For instance, children use pictures and their memory to retell a favourite story. The childminder and other children listen with interest, making children feel valued and giving them increased confidence to speak aloud.

### Personal development, behaviour and welfare are good

Children respond well to the childminder's enthusiastic, enjoyable and caring approach. She gently introduces children to new experiences, providing reassurance and support to help them feel safe and secure. For example, for children who prefer not to get messy, she provides paint covered in film. This allows children to explore textures, patterns and colours, without fear of it getting onto their hands. Children receive high levels of praise and encouragement. They learn about their own community and the world around them. They have a keen interest in nature and learn about keeping healthy. For example, they talk about foods that are good for them as they help to water the peas they are growing. The childminder prioritises safety and provides good levels of supervision at all times.

### Outcomes for children are good

Children engage in a broad range of activities that interest and challenge them well. They are confident, curious and keen to explore. For example, they mix the coloured paints together, anticipating with excitement the new colour they will create. They are caring and considerate, and learn to share and take turns. They develop strong relationships with their friends, preparing them well for the next stage in their learning, such as school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY476202  |
| <b>Local authority</b>             | Southampton   |
| <b>Inspection number</b>           | 975697  |
| <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 - 8   |
| <b>Total number of places</b>      | 4   |
| <b>Number of children on roll</b>  | 8   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | Not applicable  |
| <b>Telephone number</b>            |   |

The childminder registered in 2014. She lives in the Lordshill area of Southampton, Hampshire. The childminder provides care on Monday to Friday throughout the year from 7am to 6.45pm. She receives funding for free early education for children aged two, three and four years. The childminder holds a qualification at level 3 in childcare.

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