

Childminder Report

Inspection date

31 August 2016

Previous inspection date

3 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children make good progress in relation to their starting points. The childminder uses observations and assessments effectively to monitor children's development and help them to achieve the next steps in their learning.
- The childminder keeps parents closely informed of their child's development and actively seeks their views to help her meet children's needs most effectively.
- Children develop warm and trusting relationships with the childminder and her assistant. They provide close support and reassurance to help children to settle and feel confident to explore fully.
- The childminder maintains safe and secure play environments for children and provides guidance to help them learn about keeping safe.
- The childminder monitors the quality of her assistant's interaction with children successfully. She provides ongoing guidance to help them meet children's care and learning needs to a consistently good standard.

It is not yet outstanding because:

- The childminder misses some opportunities for children to learn more about numbers to support their mathematical development fully.
- The childminder does not consistently support some younger children to follow their interests and ideas to encourage their creativity further.

What the setting needs to do to improve further

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

- increase opportunities for children to hear and use number language to develop their mathematical skills still further
- provide even more support for younger children to follow their interests to extend their creativity fully.

Inspection activities

- The inspector observed activities and the quality of the childminder's interaction with the children.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector observed the childminder working with her assistant and reviewed feedback from parents.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role and responsibilities to safeguard children's welfare and protect them from harm. The childminder and her assistant both engage in regular professional development to extend their knowledge and skills and to meet children's needs consistently. For example, they are both attending training to help them encourage healthy eating to support children's good health. The childminder has successfully addressed the weaknesses identified at her previous inspection and evaluates the quality of her provision well to make ongoing improvements. For example, she now obtains written permission from parents to administer any medication to children. The childminder is developing the outdoor play area to provide even more learning opportunities for children who prefer to play outdoors.

Quality of teaching, learning and assessment is good

The childminder provides exciting play areas for children with a good range of activities to support their learning. She encourages children to choose and explore, and provides challenge to keep them interested and learning. For example, the childminder successfully engages children in a bubble-blowing activity in the garden. Children find out how to use the wands to blow and wave bubbles, and excitedly call out as they chase them and watch them pop. The childminder supports children's communication and language skills well. For example, she asks children questions to encourage them to listen and talk, allowing time for them to think and reply. She encourages children to name the colour of the paints they use and extends this for older children to describe the different shades they see.

Personal development, behaviour and welfare are good

The childminder supports children's health and physical development well. She provides lots of outdoor play to encourage all areas of development. For example, children play energetically with the many physical play activities and create pretend play with buggies and dolls. The childminder uses a segregated area to cuddle up with children to read stories and for them to draw. She helps children to develop positive attitudes and good behaviour. The childminder and her assistant support children consistently in their play to help them learn to share, to take turns and to respect one another's choices.

Outcomes for children are good

Children are happy, settled and enjoy their play. They develop good skills for their future learning and are well prepared to move on to school. For example, they develop good independence through managing tasks for themselves; they communicate confidently and engage for long periods in their play.

Setting details

Unique reference number	EY333199
Local authority	Southampton
Inspection number	1057712
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	12
Number of children on roll	6
Name of registered person	
Date of previous inspection	3 December 2015
Telephone number	

The childminder registered in 2006. She lives in Southampton, Hampshire. The childminder regularly works with an assistant. She offers care from 7am to 6pm on Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder and her assistant are qualified to level 3 in childcare and education.

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