

# Childminder Report

**Inspection date**

6 September 2016

Previous inspection date

19 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 happy and content. The childminder supports their emotional well-being effectively and babies benefit from the calm, nurturing environment.
- The childminder has a good understanding of children's individual abilities. She uses this knowledge well to plan for what they need to learn next. Children make good progress in their learning.
- All children are valued and helped to feel included. For example, the childminder teaches children to value each other's views and individual contributions during group art and craft activities.
- Strong partnership with parents, alongside an effective two-way exchange of information, contributes towards providing consistency for children's care and development.
- The childminder teaches well and interacts positively with children. She supports their developing vocabulary well, for instance, by continually speaking words clearly.
- The childminder continually reviews her provision to help her identify ways in which she can improve outcomes for children. For example, she created new play experiences in the outdoor play area to stimulate children's imaginative play further.

### It is not yet outstanding because:

- The childminder does not always encourage children to develop their early literacy skills effectively.
- Children's mathematical learning and understanding are not always extended as well as they could be.

## What the setting needs to do to improve further

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

- strengthen opportunities to support children's early literacy skills
- extend children's mathematical understanding more effectively to aid their learning.

### Inspection activities

- The inspector observed activities and interaction between the childminder and the children, and looked at the play equipment and resources available.
- The inspector spoke with the childminder at appropriate times throughout the inspection, including jointly considering the impact of teaching seen.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at documentation, including a sample of children's records and assessments.
- The inspector discussed how the childminder evaluates her provision and read comments from parents.

### Inspector

Dinah Round

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of safeguarding issues and her responsibility to support children's safety. For example, she checks the play spaces thoroughly before caring for babies to make sure that there are no hazards. Children benefit from good-quality care and interaction. The childminder shares children's successes with the parents on a regular basis and gets them actively involved in their children's learning. The childminder recognises the importance of continually evaluating her provision to help her improve the service she provides. For example, she researches new ideas for activities so she can offer children enjoyable and interesting learning experiences.

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

The childminder has a good understanding of how children learn and develop. She links the activities to children's individual interests and abilities. For example, she supports and encourages young children to gain confidence in pulling themselves up to stand at the play table. The children have fun moving, grasping and touching the various knobs and buttons, for example, to support their physical development. Young children excitedly use their hands and feet to explore the ice shapes. They happily babble and vocalise in their early conversations and the childminder interacts positively, repeating their sounds when appropriate.

### Personal development, behaviour and welfare are good

Children enjoy a welcoming and well-resourced environment. The childminder works closely with families to find out about each child's individual needs to help them settle quickly. Children form strong, positive attachments with the childminder. They confidently explore their surroundings, reassured that she is nearby. The childminder knows the importance of being a good example for children. She teaches them to be kind and to listen to each other during their play. The childminder links closely with parents about young children's feeding requirements to help her support children's good health. Children are well supervised at mealtimes. The childminder encourages them to gain independence in feeding themselves, for instance, to learn to hold their own cup.

### Outcomes for children are good

Children are happy and settled. Young children are motivated to learn as they explore the stimulating resources. For example, they independently reach into a sensory basket to investigate the various items. They recognise the different textures and like seeing themselves in the mirror. Children make good progress and gain essential early skills to prepare them for the future and their move on to school.

## Setting details

<b>Unique reference number</b>	EY445155
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1059274
<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 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 September 2012
<b>Telephone number</b>	

The childminder registered in 2012. She lives in the Locks Heath area of Southampton, in Hampshire. The childminder cares for children on weekdays for most of the year. The childminder holds qualified teacher status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate  
Store St  
Manchester  
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