

Childminder Report

Inspection date

13 September 2016

Previous inspection date

2 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

- The childminder has good relationships with children. Children settle quickly when they first arrive because they feel safe and secure. They are confident and enjoy their time with the childminder.
- The childminder encourages children to behave positively. For instance, she clearly explains the consequences of children's actions and consistently reinforces rules and boundaries that keep children safe.
- The childminder ensures her knowledge and practice is current to improve her skills and meet requirements.
- Partnerships with other professionals are good and enable the childminder to provide effective continuity of care and learning for children between the settings they attend.
- The childminder completes and monitors assessments of children's learning and development across all areas. She uses her findings effectively to plan for activities to build on learning and children's interests. Children make good progress in relation to their starting points.

It is not yet outstanding because:

- The childminder does not consistently gain information about all children's learning at home, to further support her partnerships with parents and children's learning.
- The childminder does not always use all opportunities to encourage children to choose resources to encourage their interests and all aspects of their learning.

What the setting needs to do to improve further

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

- improve communication with parents further, to encourage them to share information about children's learning at home even more effectively
- provide more chances for children to easily choose resources, particularly to develop their early creative and writing skills, and understanding of technology.

Inspection activities

- The inspector toured the areas of the premises that children use.
- The inspector spoke to the childminder to determine her knowledge of the early years foundation stage requirements.
- The inspector spoke to parents and read their written comments to gain their views.
- The inspector observed the childminder's interactions with children and spoke with her to evaluate an activity.
- The inspector sampled policies and other relevant documents.

Inspector

Sara Hope

Inspection findings

Effectiveness of the leadership and management is good

The childminder uses self-evaluation well and has improved her practice effectively, following her previous inspection. Through reflection and the support of others she has built on her existing risk assessments to ensure that the environments that children use are safe and remain suitable. The childminder provides children with good chances to learn how to keep themselves safe. For example, children understand how to cross roads safely and learn about dangers within their play environment. Children enjoy taking part in regular emergency evacuations. Safeguarding is effective. The childminder has a good understanding of how to recognise and report concerns about children's welfare. She has robust policies in place to help keep children safe.

Quality of teaching, learning and assessment is good

The childminder has high, achievable expectations about what children can accomplish and uses opportunities well to help them to value their own successes. She encourages children to develop their language and thinking skills well. For instance, she skilfully asks children questions to engage them in discussions and to encourage them to make predictions. Children enjoy the company of other children and form friendships quickly. The childminder supports children to build on their physical skills and to take regular exercise. For example, children enjoy walking to local parks with the childminder, going on picnics and exploring how to push toy cars through cardboard tubes. The childminder offers good experiences for children to learn about other cultures and about disabilities, to develop their understanding of the wider world.

Personal development, behaviour and welfare are good

The childminder helps children to develop their independence and to be ready to go to school. For example, she supports older children to manage their personal care routines with minimal adult help. Children enjoy learning how to use their cutlery at mealtimes and helping themselves to fresh drinking water. The childminder provides healthy home-cooked meals and offers children a range of healthy snacks. Children are well prepared for changes within their routines. For instance, younger children enjoy collecting older children from school. This helps them to become familiar with new people and environments.

Outcomes for children are good

Children gain skills that equip them well for all future learning. They enjoy counting and learning about sizes and shapes during everyday experiences. Children use their imaginations well; for example, as they play with diggers and dolls. They explore books and stories as they develop an early interest in reading.

Setting details

Unique reference number	EY278922
Local authority	Southampton
Inspection number	1057659
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 registered person	
Date of previous inspection	2 December 2015
Telephone number	

The childminder registered in 2004. She lives in Southampton in Hampshire. The childminder operates her service on Monday to Friday from 7.30am to 6pm, for 48 weeks a year. The childminder holds a relevant childcare qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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