

Childminder Report

Inspection date	13 October 2016
Previous inspection date	8 March 2013

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

- The childminder uses accurate observations and assessments to monitor children's development effectively and help them make good progress in relation to their starting points.
- The childminder actively seeks parents' views of her setting and acts positively on their suggestions. For example, she now uses a daily home book to keep parents closely informed of their children's daily activities, well-being and development.
- The childminder provides a safe and secure environment for children. She and her assistant supervise children closely at all times and help them to learn about keeping themselves safe.
- The childminder monitors the quality of her provision and her assistant's interaction with children successfully to ensure they meet children's needs consistently and well.

It is not yet outstanding because:

- On occasions, the childminder does not adapt large group activities to keep the younger children interested and to motivate them to learn and explore further.
- The childminder does not consistently keep play spaces clear and this does not always support children's independent play and exploration.

What the setting needs to do to improve further

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

- develop the use of activities to interest and engage all younger children and help them become motivated learners
- make better use of play spaces to support children's independent play and exploration further.

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 and sampled the childminder's documentation. She also discussed the childminder's knowledge of the requirements of the early years foundation stage.
- The inspector took account of the views of parents.
- The inspector and the childminder observed children during an activity and completed a follow-up discussion about children's learning.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of her role and responsibility to support children's welfare and how to protect them from harm. She undertakes regular professional development to extend her knowledge and skills. For example, she has gained a stronger understanding of how children learn from completing a professional childcare course. The childminder has made good improvements since her last inspection. For example, she now provides more activities to encourage children's understanding of technology. She has also developed systems to exchange information with other early years settings children attend to support their learning consistently.

Quality of teaching, learning and assessment is good

The childminder plans a good range of activities for children, linked to changing topics. For example, children learn about their bodies in action songs and look at their reflection in mirrors to explore their features. The childminder uses good teaching skills to challenge children well. For example, she encourages children to count, compare sizes and quantities and to name shapes in play to support their mathematical development. The childminder provides plenty of opportunities for children to think and communicate well. For example, she asks children questions about what they are doing in their play and to talk about their home life. The childminder helps younger children learn new words, such as looking at pictures in books when they cuddle up to read.

Personal development, behaviour and welfare are good

The childminder works efficiently with her assistant to meet children's care routines consistently. Children are happy and explore confidently. They benefit from a range of activities to support their physical development. For example, they regularly play outside where they climb, use rockers, dig in trays of sand, and play with mud mixtures in the pretend garden kitchen. The childminder encourages children to develop positive attitudes. For example, she and her assistant deliver a consistent message to help younger children learn to share and take turns fairly. She also provides activities to help children learn about and respect the lives and beliefs of other people.

Outcomes for children are good

Children develop key skills for their future learning and are well prepared to move on to school. For example, they develop good independence and learn how to manage tasks for themselves confidently. Children persevere to overcome challenges, such as finding out how to join construction toys together to build models. Older children name shapes and make patterns in dough with tools. They share their rollers and confidently use the tools to roll, squash and cut out shapes themselves. Children behave well, develop good social skills and laugh frequently in their play.

Setting details

Unique reference number	161014
Local authority	Southampton
Inspection number	1061567
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	8 March 2013
Telephone number	

The childminder registered in 2001. She lives in Southampton, Hampshire. The childminder offers care from 7am to 6.30pm from Monday to Friday. She regularly works with an assistant. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder is qualified to level 5 in childcare and education.

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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