

# Childminder Report

<b>Inspection date</b>	20 October 2016
Previous inspection date	12 November 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 settled in the childminder's welcoming home. They develop close and trusting relationships with the childminder, who responds to their emotional needs effectively.
- Children are confident communicators. The childminder uses a variety of opportunities to introduce new words in their play. Children make good progress with their speaking and listening skills.
- The childminder checks the progress that children make. She plans for their next steps in learning accurately and shares children's key achievements with parents regularly. All children make good progress from their starting points.
- Children enjoy a variety of opportunities to build their understanding of technology. For instance, they concentrate and become absorbed in learning how to turn on switches to make some toys talk.
- The childminder works well with parents to meet children's needs. Parents feel that the childminder ensures children's learning is supported well through enjoyable play experiences.

### It is not yet outstanding because:

- At times, children cannot choose toys and resources independently to lead their own play.
- The childminder does not consistently build on her good professional development, to broaden her knowledge and skills, and children's learning, even further.

## What the setting needs to do to improve further

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

- develop further the opportunities for children to independently choose their resources, to encourage them to lead more in their play
- strengthen professional development opportunities to further increase knowledge and skills and help children make even better progress.

### Inspection activities

- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector observed the quality of teaching and the impact this had on children's learning.
- The inspector toured the parts of the childminder's home that children use.
- The inspector took account of the written views of parents, which were provided on the day of the inspection.
- The inspector checked evidence of the suitability checks of the childminder, looked at a selection of children's records and safeguarding procedures, and discussed the self-evaluation process with the childminder.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role and responsibility in keeping children safe. She knows what action she would take if she had concerns about a child's welfare. The childminder provides children with a safe and secure environment in which they can play and learn. Overall, self-evaluation improves the quality of the childminder's setting well. For example, the childminder has provided additional resources to extend children's experiences outdoors. The childminder works effectively with parents to maintain a consistent approach to children's learning.

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

The childminder makes regular observations and assessments of children's learning and plans activities that motivate and engage children in their play. She develops children's interest in mathematics well. For instance, children enjoy learning how to count and begin to recognise some written numbers they see in books. The childminder uses a consistent approach to building children's communication skills during their play. Children enjoy talking to the childminder and she uses their love of conversations to consistently introduce new words. For instance, she talks about the parts of a helicopter, introducing words such as 'propeller', sounding out these words clearly and slowly. Children learn how to pronounce and use these new words confidently.

### Personal development, behaviour and welfare are good

The childminder is kind and caring and uses her warm interactions with children to help them settle happily. She builds children's self-esteem and confidence well. Children are motivated in their play and learning, develop good concentration and persevere at some activities for long periods. Children enjoy playing with the childminder and frequently ask her to join in with their play. They gain good skills in their physical development. For instance, they practise their small muscle skills as they complete puzzles, and press buttons and switches on electronic toys. The childminder teaches children about healthy lifestyles through everyday opportunities. For instance, children make regular trips to the park and local toddler groups to meet with other children, where they enjoy fresh air and exercise, and build their friendship groups.

### Outcomes for children are good

All children make good progress in their learning and development. They learn a range of skills that help to prepare them well for their next stages in learning, in readiness for school. Children enjoy activities that build their early writing skills. For instance, they enjoy drawing and describing what they are doing as they talk about the pictures they draw. Children are able to recognise and name familiar colours and learn some mathematical terms, such as the names of shapes.

## Setting details

<b>Unique reference number</b>	EY436808
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1059067
<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>	2 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 November 2012
<b>Telephone number</b>	

The childminder registered in 2011. She lives in the Bitterne Park area of Southampton. The childminder provides care for children from Monday to Friday, 7.30am to 6pm, for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years.

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