

# Childminder Report

**Inspection date**

17 November 2016

Previous inspection date

8 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 worked hard to address the weaknesses identified at her last inspection. She has made good use of support from her development officer to make worthwhile changes, which benefit the children. These have helped her to raise the overall standard of her provision.
- Children build warm, trusting relationships and are well behaved. They benefit from the childminder's sensitive, caring manner and good support for their emotional well-being.
- The childminder knows the children well as individuals. She checks their learning effectively to help her identify that they make at least good progress from their starting points.
- The childminder has effective partnerships with parents. She shares useful information with them about children's care, learning and development to take a consistent approach.
- Children have good opportunities to be active and engage in physical play. For example, they enjoy running, climbing and balancing in the outdoor play spaces.

### It is not yet outstanding because:

- The childminder has not fully considered how she can best support children's independent learning and early reading skills.
- At times, the childminder misses opportunities to encourage children to express their own ideas.

## What the setting needs to do to improve further

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

- make full use of opportunities to increase children's independent learning and early literacy skills even further
- provide more opportunities for children to express their personal creative ideas.

### Inspection activities

- The inspector observed activities and interaction between the childminder and the children and viewed the play equipment and resources.
- The inspector spoke with the childminder at appropriate times throughout the inspection, including discussing the impact of teaching after viewing activities.
- The inspector viewed the areas of the premises used for childminding and talked to children at appropriate times.
- The inspector looked at documentation, including a sample of children's records.
- 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

The childminder evaluates and develops her provision well. For example, since her last inspection she has implemented effective methods to assess and monitor children's progress in learning. She shares information about children's achievements with their parents, who are involved in their children's learning. The childminder provides a safe and welcoming environment. Safeguarding is effective. The childminder has a clear understanding of her role to protect children and understands when to report concerns. She supervises children well and prioritises their safety. For example, she organises outdoor activities and resources so the oldest and youngest children can play together safely.

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

The childminder uses her knowledge to support children's learning and development effectively. Her enthusiasm encourages children to join in and learn while they play. For example, children eagerly join in a matching game and concentrate well to match objects to the corresponding coloured pots. The childminder extends their learning further, for example, by introducing early mathematics. She encourages children's language skills effectively. For instance, she talks to children during their play, naming objects and asking questions to build their vocabulary. Children use their imaginations well as they join in pretend play.

### Personal development, behaviour and welfare are good

Children are happy and settled. The childminder links closely with the parents to find out about each child's individual needs when they first start, to enable her to support children's settling in well. Children benefit from her relaxed and friendly manner, and they build secure attachments. They enjoy making decisions, for example, when they choose how and where they play. The childminder values all children. She teaches children about differences between themselves and others, and helps them learn to respect each other. Children respond well to the childminder's high expectations for their behaviour. For example, they listen to her attentively and learn to share toys with others.

### Outcomes for children are good

Children learn the essential skills they need for their next stage of learning and to prepare them for starting school. They are confident and self-assured. For instance, they show good control on the outdoor play equipment, saying with excitement 'Watch this!' as they climb and balance. Children learn to count and to recognise shapes. They develop increasing personal skills, such as feeding themselves and helping to tidy up.

## Setting details

<b>Unique reference number</b>	131341
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1057489
<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>	1 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 March 2016
<b>Telephone number</b>	

The childminder registered in 1997. She lives in Shirley, Southampton. The childminder cares for children from 8am until 6pm on weekdays, all year round.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

