

Childminder Report

Inspection date

9 January 2017

Previous inspection date

9 February 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 worked effectively with the local authority to update her skills and make improvements since her last inspection. She has implemented rigorous arrangements for the supervision of children at all times to ensure their safety. Improvements to the childminder's teaching skills meet all children's individual learning needs effectively.
- The childminder has a good understanding of how to plan activities that build on what children know and can do. All children consistently make good progress in their learning and development. Outcomes for children are good.
- Children build strong relationships with the childminder, her assistant and each other. They are happy and confident, and settle into the childminder's welcoming and homely environment.
- The childminder provides children with a safe and secure environment to play and learn. She uses her rigorous risk assessments and visual checks to identify, and minimise, any potential hazards to promote children's physical well-being.

It is not yet outstanding because:

- At times, the childminder does not give children sufficient time to think through their own ideas and respond to questions.
- The childminder has not established successful relationships with other early years settings children attend, to provide consistency in children's care and learning.

What the setting needs to do to improve further

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

- give children more time to respond to questions and share their thoughts and ideas, to help develop their thinking skills further
- establish effective partnerships with other settings that children attend, to share information about children's care and learning more consistently.

Inspection activities

- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and children's learning.
- The inspector toured the childminder's home and garden.
- The inspector checked evidence of the suitability of the childminder and her assistant, looked at a selection of children's records and safeguarding procedures, and discussed the childminder's self-evaluation process.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is good

The childminder has successfully met all actions and recommendations made at the last inspection. She implements effective self-evaluation, gaining the views of parents to help identify areas of future progress. For example, the childminder has improved how she observes and assesses children's learning, to help plan for their individual next steps. The childminder works with an assistant, and monitors their practice and teaching skills effectively. For instance, she keeps her assistant up to date with her policies and procedures, and ensures she can meet children's individual learning needs. Safeguarding is effective. The childminder and her assistant have a good understanding of their roles and responsibilities in keeping children safe, and know what action they would take if they had concerns about a child's welfare.

Quality of teaching, learning and assessment is good

The childminder plans a wide range of activities to motivate children's play. She encourages them to explore and investigate, and helps them to learn as they play. For example, children enjoy learning how to make malleable dough, as the childminder talks to them about the ingredients they use, introducing new words and vocabulary into their conversations. The childminder places a good focus on building children's mathematical skills. For example, she teaches children simple addition, as children learn confidently to count groups of dough cakes and add them together. The childminder keeps a close check on the progress children make. She shares children's achievements regularly with parents, to keep them informed of the good progress they make.

Personal development, behaviour and welfare are good

Children build strong bonds with the childminder and her assistant, who attend to their individual care needs well. The childminder is a good role model and teaches children appropriate behaviour boundaries. Children build strong friendships with each other and learn how to play cooperatively. The childminder supports children's understanding of healthy lifestyles. For example, she provides children with nutritious meals and snacks, and provides opportunities for them to gain fresh air and physical exercise. Children are independent in daily routines, and take on age-appropriate tasks willingly. For example, they tidy away toys and resources, and learn how to keep their environment safe.

Outcomes for children are good

All children, including those who speak English as an additional language, develop skills that prepare them for their next stage in learning, in readiness for school. For instance, they learn how to categorise and sort objects, name different shapes, and count confidently. Children are eager to join in activities and develop a positive attitude to their learning.

Setting details

Unique reference number	EY304245
Local authority	Southampton
Inspection number	1054510
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	5
Number of children on roll	11
Name of registered person	
Date of previous inspection	9 February 2015
Telephone number	

The childminder registered in 2005 and lives in Southampton, Hampshire. The childminder provides care for children from 7.30am to 6.30pm, every weekday for most of the year. She receives funding for the provision of free early education for children aged two, three and four years. The childminder works with an assistant. The childminder and her assistant hold an early years qualification at level 3.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

