

# Childminder Report

<b>Inspection date</b>	15 February 2018
Previous inspection date	28 February 2017

<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

- Since her last inspection the childminder has successfully raised the quality of her provision. She tracks children's progress more thoroughly and consistently identifies specific next steps for children.
- Children are very happy, settled and focused on the challenging play activities. They make good progress from their starting points.
- Children build a strong bond with the childminder, who is caring and understanding of their needs. They enjoy playful interactions, have fun together and laugh.
- The childminder works together well with outside agencies to support children who have special educational needs (SEN). She plans specific activities, tailored to aid their development and support their progress.

### It is not yet outstanding because:

- The childminder does not have a secure knowledge of how best to support children learning English as an additional language. She does not include children's home language in play and learning activities to build on their self-esteem further.
- On occasions, the childminder does not meticulously plan her adult-led activities to target children's next steps in learning more precisely and help children make the highest rates of progress possible, especially in their literacy skills.

## What the setting needs to do to improve further

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

- increase knowledge of how best to support children learning English as an additional language
- evaluate and enhance the planning of adult-led activities to help children make consistently high rates of progress in all learning areas, particularly literacy.

### Inspection activities

- The inspector observed the play activities, spoke to children and evaluated the quality of the teaching in the home.
- The inspector spoke to the childminder at appropriate times during inspection and discussed methods for assessing children's progress and how she evaluates the quality of provision.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of the parents after reading written feedback on how the childminder works in partnership with them.

### Inspector

Lorraine Wardlaw

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to safeguard children's welfare and protect them from harm. For example, she supervises children well and keeps up to date with relevant guidance. She is clear on the procedures to follow in the event of any concerns about children's welfare. Since her last inspection the childminder has made a concerted effort to improve her knowledge and skills in teaching. For example, she attended a course on speech development and now does basic sign language during play, to aid children's understanding and talking. The childminder has effective partnerships with parents. She shares information about children's care and progress regularly. Parents give positive written feedback about the childminder.

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

The childminder provides a good range of purposeful play activities to capture children's interests and support their development. She has good teaching methods to help children enjoy and generally achieve their next steps in learning well. For example, during cake baking, which challenges and motivates children, she encourages them to be personally independent, to take turns, follow instructions and to use one-handed tools. She skilfully interacts with them, building on their knowledge and vocabulary, such as when she uses the words 'ingredients' and 'sprinkle'. The childminder teaches mathematics through play, introducing numbers and shapes when children show a keen interest in simple puzzles.

### Personal development, behaviour and welfare are good

The childminder works closely with parents from the beginning to settle children well and meet their needs consistently. She provides interesting, interactive play areas for children to explore and make their own choices, such as the sensory wall. Children relate well to the childminder and develop securely in their emotional and physical well-being. They enjoy regular walks in the local area each day to gain fresh air and exercise. Children are very well behaved. They learn clear boundaries for behaviour, such as through praise, explanations of how to keep safe and the childminder's consistent practice. For example, children sit at the low table away from the oven when the childminder take out the baked cakes.

### Outcomes for children are good

Children learn successfully from their play activities and experiences. They make good progress and, overall, achieve well. Children are well prepared for the next stages of their life and education. For example, they select a nursery rhyme picture from the sensory wall and excitedly sing 'Baa baa black sheep'. Two-year-olds show good concentration with puzzles and fit them together and name shapes confidently, saying 'it's a star'. Children are developing well in their speaking skills. They respond well to questions and are beginning to talk using their imagination with soft toys and role-play materials. They are curious learners when they experiment with water bubbles, sponges and funnels.

## Setting details

<b>Unique reference number</b>	131336
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1107448
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 February 2017
<b>Telephone number</b>	

The childminder registered in 1993. She lives in the Midanbury area of Southampton, Hampshire. The childminder cares for children from Monday to Friday, throughout the year.

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