

# Childminder Report

## Inspection date

6 March 2018

Previous inspection date

10 February 2014

<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

- The childminder uses accurate assessments of children's development to monitor and support their learning effectively. Children make good progress in relation to their starting points.
- Children behave very well. They develop close and loving relationships with the childminder and their friends, who they laugh with and cuddle. The childminder is an extremely positive role model who helps children to develop very good social skills, such as playing kindly with others and using good manners.
- Children's safety is a priority for the childminder. She maintains very safe and secure environments and teaches children about keeping safe efficiently. For example, she uses outings and books to help children learn about road safety and stranger danger.
- The childminder evaluates the quality of her provision successfully to prioritise areas for development. Parents share positive views to support the childminder's evaluation. They state, for example, that she provides a, 'home-from-home, nurturing and educational environment in which children thrive in her care'.

### It is not yet outstanding because:

- On occasions, the childminder does not help children to learn the correct pronunciation of words to support their good language skills further still.

## What the setting needs to do to improve further

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

- help children to learn the correct pronunciation of words, to support their good language skills as effectively as possible.

### Inspection activities

- The inspector observed activities and the quality of the childminder's interactions with the children. She also discussed the effectiveness of an activity with the childminder.
- The inspector observed the management of children's care and needs.
- The inspector looked at children's assessment records and talked to children at appropriate times.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' views.

### Inspector

Bridget Copson

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder values professional development to build further on her good-quality provision and to improve outcomes for children. For example, she used information from training and other professionals to introduce a new approach to nurturing children's healthy brain development. The childminder has addressed the weakness from the last inspection well. For instance, she has developed the activities in her garden for children to play imaginatively, explore and create with materials and to use more resources to develop their physical skills. Safeguarding is effective. The childminder has a good understanding of her responsibility to protect children from harm. She keeps up to date with new guidance, and is clear about the risks to children and how to respond in the event of any concerns.

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

The childminder provides a good balance of planned and child-initiated activities to support children's learning well. She joins in their play using good teaching skills to help them achieve their next steps for learning, and to engage them well. For example, children are enthusiastic to join in an activity making orange juice. The childminder asks questions to encourage them to think and talk about how the oranges look and feel, and how the juice tastes. Children are keen to share their knowledge, such as telling her that knives are for adults because they are, 'sharp', when she slices the fruit. The childminder adapts the learning opportunities to meet children's developmental needs. For instance, she describes the size of the oranges to younger children and challenges older children to consider whether they can squeeze enough juice to fill the jug; 'no, it will take too long' they decide.

### Personal development, behaviour and welfare are good

The childminder works successfully with parents and other settings children attend, to meet their needs consistently and well. She keeps parents informed closely of their children's daily activities and progress. Children develop very healthy lifestyles. They benefit from lots of outdoor play and physical activities, and learn new skills, such as how to push their bodies to make the swing go higher. Children enjoy sociable mealtimes where they choose and eat healthy and nutritious foods. The childminder helps children to develop a good understanding of the world and of one another's diverse lives. For example, children help to grow fruit and vegetables to learn about growth and food, and collect natural resources on walks to explore nature throughout the year.

### Outcomes for children are good

Children learn key skills to prepare them for their next stage in learning and the move to school. They are interested and motivated to learn, and concentrate well in their play. Children make their own choices confidently and develop good independence. For example, younger children feed themselves well at meals and older children learn to change their clothes for outdoor play. They learn about numbers and develop good literacy skills. They enjoy going for, 'story walks' to support their enjoyment of stories.

## Setting details

<b>Unique reference number</b>	EY463275
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1069340
<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>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 February 2014
<b>Telephone number</b>	

The childminder registered in 2013. She lives in the Hedge End area of Southampton, Hampshire. The childminder offers care from 7.45am to 5.30pm from Monday to Friday. She receives funding to provide free early education for children aged two, three and four years. The childminder is a qualified primary school teacher.

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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