

Childminder Report

Inspection date

1 May 2018

Previous inspection date

10 May 2017

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 provides a wide range of activities which successfully builds on children's interests. She regularly assesses children's progress and plans effectively for their next steps in learning. Children who are learning English as an additional language are well supported in readiness for school.
- Children are very happy and form close bonds with the childminder. They settle quickly and show great confidence as they help themselves to toys and resources and make decisions as they play. Children are supported to manage their feelings and behave well. They learn about the importance of leading a healthy lifestyle.
- Partnerships with parents are strong. The childminder shares her activity plans and provides good ideas for parents to continue their children's learning at home. Parents comment on the flexible service and how settled their children are.

It is not yet outstanding because:

- The childminder does not consistently encourage other providers to share what they know about children's learning, to fully support continuity of approach in children's learning and development.
- The childminder does not place sufficient focus on supporting children's development in mathematics further.

What the setting needs to do to improve further

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

- extend relationships with other settings that children attend to promote greater continuity in children's learning and development
- enhance the range of activities on offer to help motivate children's enthusiasm for learning, particularly in promoting children's mathematics development.

Inspection activities

- The inspector viewed the areas of the premises used for childminding purposes.
- The inspector looked at a range of documentation, including accident and incident records, and records of attendance.
- The inspector discussed the process of self-evaluation with the childminder and how she obtains the views of all those who use her provision. The inspector took account of the written views of parents.
- The inspector and the childminder jointly observed the children and discussed their development and learning together.
- The inspector discussed the childminder's safeguarding knowledge and how she supports children's welfare.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of how to recognise signs that a child may be at risk of harm. She carries out rigorous risk assessments to ensure her house is safe and clean. The childminder is experienced and well qualified. She places a good focus on building on her skills and knowledge to benefit the children. For example, she has accessed training on attachments in young children and uses this well to support children's behaviour and emotional well-being. The childminder monitors children's progress closely and quickly identifies any differences in learning. She works effectively with parents to help children make continued good progress. The childminder successfully reflects on her practice and seeks the views of parents to support her to continually improve her provision.

Quality of teaching, learning and assessment is good

The childminder uses her good teaching skills to promote children's learning effectively through play. She supports young children's language well as she plays alongside them and talks to them about what they are doing. The childminder uses children's interests very effectively to build on what they can already do. She develops their interest in books and they listen attentively while she reads them a story. The childminder captures children's imaginations as she provides a wide range of activities, such as sensory play. For example, children create patterns in mashed potato. They giggle in delight as they make small wiggly worms as they squish the mixture through a sieve.

Personal development, behaviour and welfare are good

The childminder knows the children well and gives them lots of attention. She is a good role model and gives clear messages to encourage children to develop positive attitudes and good behaviour. Children enjoy physical activity, such as trips to the park. They are well supported on how to use equipment safely and follow the childminder's gentle safety reminders. The childminder provides children with a wide range of challenging and enjoyable experiences outside her home. For example, they visit local playgroups where they socialise with their peers and engage in exciting art and craft activities.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in their learning and development given their starting points. They are confident to take part in activities and show good levels of concentration. Children learn independence from an early age, and they behave well. Children enjoy reading books and skilfully predict what happens next in the story. They learn a wide range of skills in readiness for school.

Setting details

Unique reference number	131241
Local authority	Southampton
Inspection number	1107447
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	10 May 2017
Telephone number	

The childminder registered in 1995. She offers care from 7.45am to 4.30pm from Monday to Thursday. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a relevant qualification at level 3. The childminder is a registered foster carer.

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