

# Childminder Report

**Inspection date**

7 June 2018

Previous inspection date

14 September 2015

<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 promotes children's care and well-being successfully. For example, she develops sensitive, loving relationships and uses individual praise often.
- The childminder uses quality observations and assessments to identify gaps in children's learning, and she plans activities to help children's further progress. For example, children show their delight as they practise counting bubbles in the garden.
- The childminder regularly reflects on how to improve her setting. She identifies weaknesses in her practice and completes training to improve her skills. For instance, she keeps up to date with legislation and makes changes to her safeguarding policy and procedures.
- The childminder has established good links with other settings children attend. She exchanges individual information regularly and holds conversations with children's key people. This helps to provide a joined-up approach to helping children achieve their next stages of development.
- Parents speak highly of the childminder, for instance they comment on the trust children build with the childminder and the good progress they make from their starting points.

### It is not yet outstanding because:

- The childminder does not always encourage or allow children the time they need to solve problems on their own.
- Children have inconsistent opportunities to explore and use technology during their play.

## 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 find ways to solve their own problems and control their feelings
- increase opportunities for children to further their understanding of the world and how things work.

### Inspection activities

- The inspector observed activities in the childminder's home and in the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed and evaluated an activity with the childminder.
- The inspector looked at children's records and planning, and discussed the childminder's policies and procedures with her.
- The inspector took account of the written views of parents.

### Inspector

Tiffany Morris

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder demonstrates a good understanding of the procedures to follow and who to contact if she has any concerns about children. The childminder reflects on how she works in partnership with parents and others, and considers their views. She has developed ways for parents to be even more involved in their children's learning at home to maximise children's progress. For example, children take books home and share their stories with their parents. The childminder promotes equality and diversity well. For example, she teaches children about the differences between people and provides a good selection of resources and activities to reflect other cultures and countries to their own.

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

The childminder teaches children early writing skills well. For example, she encourages them as they use a variety of pens and chalks, and provides many opportunities for them to practise using their hand and finger movements. During the inspection, children enjoyed using pens to carefully trace around pictures of their choice. The childminder plans exciting activities that engage children well. She reacts quickly to children's ideas and extends their language as she talks to them about their experiences. For example, when children make train tracks, the childminder encourages children to talk about different types of trains, such as a locomotive. The childminder skilfully identifies opportunities to challenge children to work out simple sums and helps them to make good progress with their mathematical skills.

### Personal development, behaviour and welfare are good

The childminder creates a homely and stimulating play environment. Children learn how to keep themselves safe during play. For instance, the childminder encourages children to minimise risks when they choose to play outside. She reminds them to consider how slippery the decking area might be after it has rained. Children behave well and learn to respect one another. For example, children regularly practise how to evacuate the home in the event of a fire or emergency, and enthusiastically talk about the procedure. Children learn good health and hygiene routines. For instance, they know to wash their hands before mealtimes without prompting and are regularly reminded to drink water to keep their bodies healthy.

### Outcomes for children are good

All children make good progress from their starting points. Children develop good physical skills. For example, they run in open areas and explore local woodlands. Children can focus for long periods of time and they persevere to find ways to complete their chosen tasks. For example, they add water to dry sand to successfully build sandcastles. Children are well prepared for their move on to school.

## Setting details

<b>Unique reference number</b>	131342
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1126912
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 September 2015
<b>Telephone number</b>	

The childminder registered in 1999. She lives in the Woolston area of Southampton in Hampshire and provides care Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder holds a relevant early years qualification at level 3 and receives funding to provide free early education for two-, three- and four-year-old children.

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Piccadilly Gate  
Store St  
Manchester  
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