

Childminder Report

Inspection date

13 June 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 stimulating learning environment. Children enter the setting with confidence. Resources are accessible and entice children to engage. For example, children demonstrate good levels of concentration for long periods.
- Children communicate well with the childminder. She quickly responds to their individual needs. For example, the childminder recognises when children indicate they are hungry.
- The childminder observes and assesses children regularly. Planning is effective. For example, children access activities that are suitable for their age and stage of development. Children relish exploring the wide range of materials available.
- Children carry out simple instructions. For example, they tidy up resources before snack time and willingly wash their hands when gently prompted.
- The childminder uses feedback from other professionals to help her support children's health and well-being. Children benefit from nutritious meals and make healthy choices.
- The childminder develops her knowledge and skills. For example, she reads articles and acts on advice from her local authority. She makes relevant changes to her safeguarding policy and keeps up to date with legislative changes.

It is not yet outstanding because:

- Although the childminder has established good working partnerships overall, she has not fully developed ways to enable parents to further extend children's learning at home.

What the setting needs to do to improve further

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

- build on ways to further enable parents to support their children's next stages of development at home.

Inspection activities

- The inspector observed activities in the childminder's home.
- 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.
- The inspector spoke to parents to seek their views.

Inspector

Tiffany Morris

Inspection findings

Effectiveness of the leadership and management is good

The childminder has developed effective systems to monitor children's progress. For example, she observes children regularly and monitors their progress. The childminder gives children's welfare and security high priority. She effectively risk assesses her home and creates a very safe learning environment. For example, she teaches children how to evacuate her home safely in the event of a fire. The childminder supervises children extremely well. Children feel safe and secure to explore the environment. Safeguarding is effective. The childminder understands her role and confidently explains the procedures to follow if she has any concerns about children's welfare.

Quality of teaching, learning and assessment is good

The childminder helps children develop good speaking and listening skills, for example, she models and repeats words. She teaches children how to solve problems they come across. For example, she shows them how to develop control to successfully squeeze the glue from a bottle. The childminder is enthusiastic and recognises children's achievements. Children are very engaged and highly motivated. They begin to use words to describe size and shape. For example, when making a card for Father's Day, they talk about quantities and shapes of materials. The childminder gives children plenty of time to explore and make choices. She talks to them about their likes and interests. For instance, she encourages children to read and share their enjoyment of books and stories.

Personal development, behaviour and welfare are good

The childminder is nurturing, kind and patient. She has strong bonds with children, who are confident to ask for help if needed. The childminder has a good understanding of how to support children to manage their self-care. For example, she provides lots of opportunities for children to put on their own shoes and gives them encouragement and guidance to succeed. This builds children's self-esteem and helps them to develop skills for their future. The childminder helps children to be active and develop good physical skills. For example, they regularly visit parks and she encourages children to walk. Children learn about their wider world and begin to consider differences in others. For example, they learn about how different people celebrate festivals, such as Eid and Christmas.

Outcomes for children are good

Children make good progress from their starting points. They develop good mathematical skills. For example, they recognise numbers and count in sequence. Children use a variety of pens to help develop their writing skills. They listen carefully and communicate their needs well. Children are well prepared for their move to school.

Setting details

Unique reference number	EY497636
Local authority	Southampton
Inspection number	1039460
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2016 and lives in Southampton. The childminder provides care from 8am to 6pm Monday to Friday, for 45 weeks a year. The childminder receives funding to provide free early years education for two-, three- and four-year-old children.

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