

Childminder Report

Inspection date	19 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 and her assistant work well together and provide a welcoming and safe environment for the children to play. Children demonstrate that they feel safe as they explore the home with confidence.
- The childminder, along with her assistant, plan and provide a good variety of toys and activities, which supports children's development needs and provides interest.
- The childminder observes and tracks children's ongoing development well. She regularly tracks children's development effectively to ensure they make good progress.
- Children behave well and the childminder supports their social development well. For example, she takes children to music groups and parks to enhance their confidence with others and build their relationships.
- Partnerships with parents are strong. The childminder ensures parents receive verbal daily feedback about their children's day to support continuity in care and learning.
- The childminder reflects on her practice well and identifies her strengths and areas to advance, which shows a commitment to maintain good-quality childcare.

It is not yet outstanding because:

- At times, the childminder does not give children sufficient time to think and respond to questions to develop their own ideas and solve problems.
- The childminder does not always help children understand how healthy eating contributes to their overall health and fitness.

What the setting needs to do to improve further

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

- create more opportunities to challenge children's thinking, and encourage them to solve problems and come up with their own ideas
- provide more opportunities to build on children's understanding of the world.

Inspection activities

- The inspector observed children at play in all areas of the home used for childminding.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection to discuss their practice and reflect on a planned activity.
- The inspector looked at children's development files, planning, policies, and procedures.
- The inspector took account of parents' written feedback left for her.
- The inspector spoke to children as they took part in activities, and observed their play.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a good understanding of their role in protecting children. They know the signs and symptoms that may alert them to any concerns about a child's welfare and how to report these. The childminder works in partnerships with all professionals involved in children's care. For example, she shares information with them about children's development and progression, to help maintain continuity in their care. The childminder is committed to improving her knowledge and skills and has undertaken training to improve her teaching skills. For example, she has recently completed training which has enabled her to adapt her planning techniques to follow children's interests more purposefully. The childminder undertakes appropriate recruitment procedures and offers regular support and appraisals meetings for her assistant. This helps ensure their skills and practice are consistent.

Quality of teaching, learning and assessment is good

The childminder supports children's imagination and creativity well through sensory activities and crafts. For example, children enjoy playing in the mud kitchen, where they follow recipes to make cakes using sand, pebbles, and water. The childminder and her assistant engage well with children to support their language skills. For instance, they ask children questions and offer a narrative to play, building on children's listening and speaking skills. The childminder promotes children's physical skills well. For example, children develop coordination as they use tweezers to pick up and move objects in a sorting game. Children confidently ride bicycles and catch balls.

Personal development, behaviour and welfare are good

The childminder and her assistant support children's personal, social and emotional development well. For example, they offer a good amount of praise and encouragement to build children's self-esteem. Children demonstrate they are happy and settled and show that they feel safe in the welcoming and friendly environment. For instance, all children separate from parents and carers with ease. The childminder supports children's good health well. For instance, she teaches them good hygiene practices.

Outcomes for children are good

Children are developing good skills to help prepare them for future learning. Children develop strong independence skills. For example, they are helped to learn from a young age how to wipe their noses and put on their shoes. Children are developing their mathematical skills well. For instance, they benefit from the childminder and her assistant interweaving mathematical concepts about shape, measure, and numbers as they explore with water, play sorting games and build with construction toys.

Setting details

Unique reference number	EY501349
Local authority	Hampshire
Inspection number	1055317
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	12
Number of children on roll	11
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2016. She lives in Hedge End, Southampton. She operates from Monday to Friday, for most of the year, and works with an assistant.

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