

Childminder Report

Inspection date

29 June 2018

Previous inspection date

1 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 implements a variety of records, policies and procedures which helps to support her good practice. She plans a worthwhile range of experiences and activities to help children make good progress.
- The childminder completes regular observations of children and assesses their progress well. She uses the information that she gathers to identify their next steps in learning effectively. Individual planning ensures that activities build on children's interests and the childminder targets these well.
- The childminder shares daily information about children's learning and development with parents. Parents comment very positively about the care and learning experiences their children receive.
- Children behave well. The childminder is a good role model and she consistently supports children's independence. This helps them to be self-assured and confident.

It is not yet outstanding because:

- The childminder does not always make the best use of opportunities to develop children's interest in mark making to support their early literacy skills.
- Although the childminder has established good working partnerships with parents, overall, she does not effectively help them to 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:

- place a sharper focus on recognising and providing learning opportunities to enhance children's interest in early mark making
- develop more effective ways of helping parents guide their children's learning at home.

Inspection activities

- The inspector carried out a joint evaluation with the childminder, considered the quality of teaching during activities and assessed the impact of teaching.
- The inspector looked at a sample of documentation, including children's progress files, policies and procedures and training needs.
- The inspector discussed the childminder's self-evaluation with her and how she reflects on practice to help her continuously improve.
- The inspector considered the written views of parents and took these into consideration.
- The inspector spoke to the children present and the childminder at appropriate times during the inspection.

Inspector

Tiffany Morris

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps up to date with changes in child protection legislation. She has a good understanding of child protection procedures and what to do if she has any concerns about a child's welfare. The childminder supervises children well. She takes positive actions to minimise risks to children to help ensure that they are kept safe. The childminder is committed to her role, reflects on her practice and uses ongoing professional development to improve her practice. For example, relevant training updates have helped her gain a greater understanding of recognising the possible indicators of abuse. This has strengthened her practice. The childminder has established good links with other settings and parents to help provide consistency of care for children.

Quality of teaching, learning and assessment is good

The childminder is experienced and has a good understanding of how children learn. She effectively engages in children's play to extend their learning. She supports children's communication and language skills in a variety of ways. For example, she makes strong use of repetition to support the correct pronunciation of words and models new vocabulary when reading stories. The childminder helps children to extend their good mathematical knowledge and encourages them to keep trying. For example, children learn about shapes and persevere to successfully complete puzzles. Furthermore, the childminder has high expectations of children and challenges them well to help extend their learning.

Personal development, behaviour and welfare are good

The childminder provides a welcoming and stimulating learning environment. Children demonstrate they feel safe and comfortable in their surroundings. For example, they move confidently in the rooms and make independent choices in their play. The childminder supports children to learn good routines for caring about their bodies and they enjoy being active each day. For example, children are encouraged to drink plenty of water in hot weather and use their muscles to push themselves along on ride-on vehicles. The childminder provides regular opportunities for children to meet with others in the community. This helps extend their knowledge and understanding of the diverse lives, cultures and backgrounds of people in the wider world.

Outcomes for children are good

Children gain skills for their future learning and eventual moves to school. They have positive attitudes to learning and are confident to try new things. Children demonstrate good attention and listening skills. They enjoy listening to stories and eagerly turn the pages of books in anticipation of what comes next. Children relate well to other people. They make their needs known effectively.

Setting details

Unique reference number	131512
Local authority	Southampton
Inspection number	1126919
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	1 July 2015
Telephone number	

The childminder registered in 1999. She lives in Shirley, Southampton. The childminder works Monday to Friday from 7am to 5.30pm, all year round. The childminder has a relevant qualification in early years at level 3. She receives funding to provide free early years education for two-, three- and four-year-old children.

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