

# Childminder report

<b>Inspection date</b>	17 October 2018
Previous inspection date	25 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

### The provision is good

- The childminder has worked hard since her last inspection to improve her practice. She has attended training to promote her professional development effectively and has focused on observations and assessments to track children's progress. Children make good progress from their individual starting points.
- The childminder creates a safe and welcoming environment. Children are settled and happy in her care. The childminder is attentive to their individual needs and personalities. She supports children's emotional well-being effectively.
- The childminder interacts with children at their level and engages them in meaningful conversations. She helps children develop their growing vocabulary. For example, by asking questions, repeating words back to them and introducing new words.
- The childminder incorporates mathematics into play-based activities well. She uses many opportunities to help children to count, recognise shapes and compare size. Young children are developing these skills quickly and spontaneously as they play.
- The childminder considers the views of parents and children to ensure that she successfully focuses planned improvements on raising children's outcomes.

### It is not yet outstanding because:

- Information from assessments does not fully focus on the children's next steps in their learning to increase the potential for them to make more rapid progress in their development.
- The childminder does not fully involve parents and use the information on any learning that takes place in the home to complement children's learning in her setting.

## What the setting needs to do to improve further

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

- use information from assessments to focus more precisely on children's individual steps in learning to help them make the best possible progress
- strengthen the exchange of information shared with parents about their children's progress, emerging interests and how they can support their children's learning at home.

### Inspection activities

- The inspector carried out a joint observation with the childminder. She discussed learning activities and assessed the quality and impact of teaching on the children's learning.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also viewed records of children and discussed the childminder's policies.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

#### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding of the procedures to follow if she has any concerns about children's welfare. This includes how to recognise children who may be at risk from extreme behaviours and views. The childminder regularly reviews her risk assessments to ensure that children are safe in her home and during outings. Overall, the childminder builds close working relationships with parents and teachers at the local school to maintain a continuous approach to children's care. The childminder develops her knowledge and skills by undertaking training, keeping up to date with current issues in early years and her own research has helped her to reflect on the variety of resources she provides.

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

The childminder generally observes children's abilities to identify their needs and progress. Overall, she plans and provides activities that support children's learning and interests well. Children have plenty of opportunities to develop their mathematical skills. For example, as young children explore different pieces of train track, they are encouraged to match and fit shapes together and solve simple problems. The childminder skilfully joins in, igniting their imagination and modelling role play. The childminder teaches well. She engages children and plays alongside them to introduce simple words and support their developing language effectively. Children enjoy discovering a range of musical and sensory activities available. They are motivated and interested in learning and they develop a variety of exploration skills.

### Personal development, behaviour and welfare are good

Children form warm and close relationships with the childminder, who is attentive and nurturing. They enjoy being in her company and respond well to her interactions. The childminder provides lots of praise and encouragement to boost children's self-esteem and confidence. She consistently reminds children of the rules in place to help them to keep themselves safe and to respect their surroundings. Children are cooperative and behave well. They confidently explore the environment, following their interests and choosing resources to support their play. Children are physically active and have many opportunities to develop their physical skills. For example, they enjoy visiting local play parks and regular walks in the local community where they observe how the environment changes during the different seasons. The childminder provides children with resources that reflect people's differences and they learn about various festivals, helping to support respect and positive attitudes.

### Outcomes for children are good

Children learn a variety of key skills that supports them in preparation for their future learning and move on to school. They are interested and motivated learners and explore the varied toys. They are keen to join in and show high levels of self-esteem. Young children show determination and persevere until they have successfully fitted pieces onto the train track. They copy words and expressions and select familiar objects by name.

## Setting details

<b>Unique reference number</b>	EY422641
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10060764
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	25 August 2015

The childminder registered in 2011 and lives in the Totton area of Southampton, Hampshire. She operates all year round from 8am to 6pm, Monday to Thursday.

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