

Childminder report

Inspection date	4 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The childminder has not maintained a valid paediatric first-aid certificate to help promote children's safety in the event of an accident or emergency.
- Sometimes, the childminder does not make the most of opportunities to model language as she interacts with children, to further support their communication skills.
- The childminder occasionally misses opportunities to encourage children to use and develop their mathematical knowledge during play.

It has the following strengths

- The childminder carefully observes and assesses children's developmental progress. She plans stimulating activities taking into account children's interests. Children make good developmental progress.
- The childminder is calm and gentle in her interactions with the children. Children are happy and settle quickly in her care. Behaviour is good.
- The childminder keeps parents well informed of children's activities and progress. She encourages parents to share information about their child's activities at home. This helps to promote continuity in children's care.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
complete appropriate paediatric first-aid training and ensure a valid certificate is maintained at all times.	01/04/2019

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

- talk to children more during certain activities, modelling language and encouraging further communication
- encourage children to use and develop their mathematical knowledge during play and activities and introduce more mathematical language.

Inspection activities

- The inspector toured the premises and reviewed the resources with the childminder.
- The inspector observed the childminder and children at play and discussed their activities.
- The inspector took into account the views of parents.
- The inspector looked at documents, certificates and records provided by the childminder.

Inspector

Lynne Lewington

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder's first-aid training certificate expired in December 2018 and therefore she is not fully up to date. However, she demonstrates an awareness of what to do in an emergency to promote children's welfare and so their safety is not significantly compromised. Safeguarding is effective. The childminder knows what to do if she is concerned for the welfare of a child in her care. She takes appropriate steps to manage any potential risks. The childminder has completed safeguarding training and relevant online courses to keep up to date and improve her knowledge. Parents report positively on the progress their children make in the childminder's care. The childminder values feedback from parents to help her continually develop.

Quality of teaching, learning and assessment is good

Children become engrossed in their activities and interact with the childminder confidently. For example, they develop their physical coordination as they explore the texture of pasta and fill and empty various containers with it. The childminder is imaginative and makes resources that interest and encourage children. For example, children demonstrate increasing hand-to-eye coordination as they collect eggs and drop them through a special tube. Young children are delighted as the egg reappears at the bottom of the tube. Outdoors, children demonstrate increasing coordination and balance as they kick and throw balls. They learn about the natural world around them. For example, the childminder encourages them to look for spiders and ladybirds in appropriate places. The childminder sings and children recall the words and join in with actions and words. Children have easy access to books and each week they choose a book from the library to share with their parents and the childminder.

Personal development, behaviour and welfare require improvement

Weaknesses in the childminder's leadership and management associated with first-aid training have an impact on her duty to promote children's welfare. The childminder implements simple routines that children soon learn. This helps them to feel secure as they know what is happening and what to expect next. The childminder provides children with opportunities to socialise with other children as they visit the play park and library. She encourages them to enjoy physical activity, follow good hygiene routines and recognise and eat healthy foods.

Outcomes for children are good

Children are receptive to all the childminder offers them. They are inquisitive and enthusiastic. From an early age they learn to recognise numbers and the alphabet. Children experiment with paint and collage materials, creating their own artwork. They explore confidently and seek help when they need it. They are sociable and are learning to look after the resources. Children are well prepared for the next stage of their learning, including school.

Setting details

Unique reference number	EY541206
Local authority	Southampton
Inspection number	10080183
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	5
Number of children on roll	2
Date of previous inspection	Not applicable

The childminder registered in 2016. She lives in Southampton. The childminder provides childcare each weekday, all year round from 8.30am to 6.30pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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