

Childminder report

Inspection date	20 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 does not consistently share details of her behavioural expectations with children. She does not address all incidents of challenging behaviour and help children to understand the type of behaviour that is acceptable in her home.
- The childminder misses some opportunities to help children understand that their actions can hurt other people's feelings.
- The childminder does not teach children that their needs will not always be met immediately. Children sometimes lack patience.
- There are some weaknesses in the reflection process. The childminder identifies priorities for improvement, but misses some other opportunities to raise the standard of care.

It has the following strengths

- Children are excited to explore different aspects of mathematics, such as when they assess the space available to them and arrange different shapes to fill the area. The childminder encourages young children to carefully load up large vehicles.
- The childminder demonstrates how children can be physically active. She leads children in spontaneous dance activities. Children particularly enjoy copying familiar movements to their favourite songs.
- Children are curious to try out new activities. The childminder encourages children to talk about the toys they most enjoy playing with and she offers them ideas about how to extend their play.
- The childminder forms solid partnerships with parents. She discusses the observations that she makes of children during the day. She talks to parents about the positive progress that children are making in their learning.

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
improve strategies to consistently promote positive behaviour and to help all children understand the type of behaviour that is appropriate at all times.	01/04/2019

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

- develop children's understanding of how their own behaviour can upset others, to improve their emotional awareness
- support children to develop an understanding that there can sometimes be a delay before their needs are met
- strengthen systems to evaluate the quality of the provision and to make continual improvements to raise standards.

Inspection activities

- The inspector talked to the childminder about the individual care she offers children.
- The inspector read communications received from parents about the quality of the childminder's practice.
- The inspector held discussions with the childminder about activities she plans for children of different ages.
- The inspector watched the childminder teaching children and they discussed a particular planned activity.
- The inspector viewed children's individual learning information. She talked to the childminder about the progress children have made.

Inspector

Julie Bruce

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder does frequently evaluate the quality of her setting. However, she concentrates on improving some aspects of her practice and overlooks others areas. For instance, the childminder does not clearly explain the behaviour rules to children. Some children struggle to moderate their own behaviour. She does not always help them to understand that their actions affect others. The childminder continually monitors the full range of resources on offer to children. She adds to these to keep activities fresh and interesting. Children enjoy taking part in real-life role-play experiences to develop their imaginary skills. Safeguarding is effective. The childminder regularly accesses new safeguarding information to consistently keep her knowledge current. For example, she learned about wider government safeguarding initiatives and in particular the 'Prevent' duty. She knows how to identify children that are hearing radical views. The childminder understands how to seek advice from professionals at external agencies if she has any concerns about children's welfare.

Quality of teaching, learning and assessment is good

The childminder helps children to develop their dexterity. For example, she encourages children to unpick stickers for their creative projects. Children are very careful as they peel off the backing material. The childminder supports children to develop their understanding of colours. She prompts them to identify colours that they know, such as when they are selecting colours to design their own special elephants. The childminder continuously works well with other professionals who are involved with children. She consults them to seek advice about how to support children's learning and care. The childminder plans a full and motivating range of activities for all children to take part in during the day. For instance, she shows children how to use musical instruments. She takes children to local parks to explore the environment around them. Children have fun in her care.

Personal development, behaviour and welfare require improvement

The childminder does not always support children to tolerate delay before their individual requirements are met. This frustrates some children who are less used to waiting. However, the childminder continually displays a kind approach towards all children. Young children form secure attachments and they automatically reach their arms out for the childminder. They have a quick cuddle before continuing to play. The childminder reminds children to take care when they are moving around the setting and children learn to assess some risks for themselves. For example, the childminder shows children how to climb down safely from their chairs after lunch.

Outcomes for children are good

Children explore simple technology, such as when they pretend to ring home on a push button phone. Children from a diverse range of backgrounds make good progress in their learning. For instance, children practise many independence skills that prepare them well for the next steps in their education. They put on their own shoes. Children develop good hygiene habits and they wash their hands to prevent the spread of germs.

Setting details

Unique reference number	EY542785
Local authority	Southampton
Inspection number	10090145
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

The childminder registered in 2017. She lives in Sholing, Southampton, Hampshire. The childminder operates Monday to Thursday, all year round. The childminder receives funding to provide free early years education for two-, three- and four-year-old children.

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