

Childminder report

Inspection date	25 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
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

This provision is good

- The childminder uses robust risk assessments to identify and minimise potential risks to children to promote their physical well-being. This helps to ensure that children are provided with a safe and secure environment to play and learn.
- The childminder has a positive attitude to continuing her own professional development. She accesses appropriate and relevant training and implements new knowledge to promote outcomes for children and improve her service further.
- The childminder is kind and caring and demonstrates a genuine pleasure in working with children. Strong bonds between the childminder and children help to support their emotional well-being effectively. Children develop good levels of confidence and self-esteem and behave well.
- Older children gain good literacy skills. The childminder places a strong focus on helping children learn to recognise letters and the sounds that they make. This helps children to gain skills that prepare them well for their future learning, including their eventual move to school.
- The childminder works successfully with parents and other settings involved in children's care. Parents comment on how this ensures stability and consistency when implementing new routines and ideas for their children.
- The childminder monitors children's progress effectively. However, she does not consistently make the best use of this information to plan activities that are tailored to children's individual learning needs, to help them make even better progress.
- At times, the childminder does not adapt her teaching to give children time to think through and share their own ideas, to extend their learning as fully as possible.

What the setting needs to do to improve further

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

- make better use of information gathered from assessments to help plan activities that target children's individual learning needs more precisely
- adapt teaching, recognising when to give children more time to think through and respond to questions, to promote their thinking skills even further.

Inspection activities

- The inspector spoke to children and the childminder at convenient times during the inspection.
- The inspector observed the quality of teaching and assessed the impact this had on children's learning.
- The inspector took account of the written views of parents provided on the day of the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector toured the childminder's home, looked at relevant documentation and evidence of the suitability of persons living in the household, and discussed self-evaluation with the childminder.

Inspector
Tara Naylor

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder makes good use of local training to keep her knowledge of child protection, including wider safeguarding issues, up to date. This ensures that she knows what action she needs to take if she has any concerns about children's welfare. The childminder evaluates the quality of the service she offers and prioritises areas for improvement. For instance, changes to her garden provide greater opportunities for children to develop their active physical play. This helps to support those children who prefer to learn outdoors. The childminder works closely with another local childminder to discuss and share good practice. This helps to keep her up to date with current legislation and practice.

Quality of teaching, learning and assessment is good

The childminder organises her home well to provide children with a wealth of interesting and exciting toys and resources which motivate their play. She follows children's interests and captures opportunities to weave learning into their play well, overall. For instance, as children play with modelling dough to press out letters, the childminder teaches them about the letter 'p' and the sound this letter makes. She helps children to guess what words might start with the sound 'p' as older children confidently say 'prince starts with a p sound'. The childminder promotes younger children's communication skills well. For instance, as children explore the textures of couscous, she teaches them about different descriptive words, such as 'coarse', to help broaden their vocabulary skills.

Personal development, behaviour and welfare are good

The childminder enables children to develop good social skills. She encourages them to respect and value the differing needs of their friends, and they learn how to take turns and share toys. The childminder teaches children how to manage some independent tasks for themselves. For instance, children learn how to wash their hands before they sit to eat. They learn how to use tools safely to cut up their banana and confidently use jugs to pour water into their cups. Children benefit from a wide variety of activities which encourage them to be physically active. They thoroughly enjoy playing in the garden and learn how to pedal tricycles and to push themselves along on ride-on cars. Children are regularly taken to local places of interest, such as farms and woodland parks. This helps to support their understanding of the natural world and the local community that they live in.

Outcomes for children are good

All children, including those with special educational needs, make good progress from their starting points. Children gain good language skills. They speak confidently and rapidly learn new words to build on their good communication skills. Older children concentrate well in activities that interest them. For example, as they pretend to plant seeds, they talk about what this will grow into, saying, 'Look it's a carrot' as they pull it out of the pot. Younger children show an interest in books, demonstrating good early literacy skills. They choose stories, learn to turn pages and excitedly point out their favourite characters.

Setting details

Unique reference number	EY542337
Local authority	Southampton
Inspection number	10090012
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 7
Total number of places	5
Number of children on roll	11
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Southampton. She operates on Monday, Wednesday, Thursday and Friday from 7.30am to 6pm, for most of the year. The childminder holds an early years qualification at level 3. She provides funded early education for children aged two, three and four years.

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