

# Childminder report

<b>Inspection date</b>	2 May 2019
Previous inspection date	31 August 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	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 demonstrates a strong passion for her role as early years teacher and child carer. She works extremely well with her assistant to assess children's development effectively and make sure they plan stimulating activities and experiences which enable children to make good progress.
- Since her last inspection, the dedicated childminder has developed an exciting, challenging learning environment for children. For example, children can choose to learn outside or inside because the childminder has converted a garden building into varied, stimulating play spaces for them. However, currently there are too many play resources available and some areas are cluttered and uninviting. Consequently, these toy resources are not used well by the children.
- The childminder provides a rich language environment for children. She interacts skilfully and enthusiastically to help build up children's speech and vocabulary, which particularly supports children who are not at typical levels of development. However, the childminder does not consistently use children's home language in play and learning.
- Children show very strong relationships to the childminder and her assistant. They relate extremely well to them both using talk, smiles and cuddles. Children are proud of their achievements and show strong levels of confidence and a very positive attitude to learning.
- The childminder builds good partnerships with parents. There is a lot of communication to ensure there is a consistent approach to children's care and learning. For example, they discuss positive behaviour strategies to use with children and work on children's toilet training together.

## What the setting needs to do to improve further

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

- refine and organise play resources more effectively to help children make greater progress in their development
- strengthen the teaching further by including children's home language in play and learning.

### Inspection activities

- The inspector observed children's play and learning activities inside and outdoors, and talked to children.
- The inspector had leadership and management discussions with the childminder and her assistant and looked at relevant documentation.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents spoken to on the day and looked at parents' written feedback.

#### Inspector

Lorraine Wardlaw

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of her responsibilities and ensures her assistant is well qualified too. She is alert to child protection matters and would follow local procedures to address any concerns about a child's welfare, including from those who show signs of extreme views. The childminder and her assistant show strong commitment to improving their knowledge and skills. For example, they are currently attending a course to develop their understanding of children with autism, to enhance their current practice. The childminder monitors children's progress extremely well to address any gaps identified in learning. She makes sure she gathers information from previous childcare settings about new children to gain a full picture of each child's needs.

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

Children have fun, are active learners and are supported successfully by the childminder and her assistant, who show good teaching skills. They both interact with children well during play activities, offering challenge and clear support. For example, the childminder effectively stimulates children's interest in books and songs by getting enthusiastically involved in small-group play in the garden. She encourages well-developed mathematical skills, such as adding one more to a number when children spontaneously say how many butterflies they can see. The childminder has a good understanding of how to observe, assess and plan activities to match children's needs. For example, she sets out a spinning painting activity to promote children's turn-taking, hand-muscle skills, colour recognition, talking and imaginative skills.

### Personal development, behaviour and welfare are good

The childminder's logo 'Smile a while' is very evident in her child-led setting. She has a positive and welcoming approach which supports children successfully. Children thrive in the loving care offered to them, have fun and enjoy playful interactions. They are extremely happy and emotionally secure. Children learn clear and consistent boundaries for behaviour from a young age, through constant praise and good explanations. The childminder ensures that children benefit from nutritious snacks and meals at regular intervals. She pays close attention to keeping children safe. For example, she has divided her garden up to prevent children accessing areas which are hazardous and installed an electronic gate with CCTV entry to her premises.

### Outcomes for children are good

Children take pleasure in their learning and sometimes squeal with delight when playing. They develop good skills for their future, such as independently accessing the toilet and washing their hands, unprompted. Children are confident and socially interactive with visitors. They run excitedly, climb with skill on apparatus, use balance bicycles and navigate uneven ground well, developing strong physical skills. Children happily and spontaneously join in with a lively song-time and contribute their ideas with enthusiasm. Children below typical levels of development on entry make very good progress in their speech, managing feelings, behaviour and relationships.

## Setting details

<b>Unique reference number</b>	EY333199
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10104032
<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>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	31 August 2016

The childminder registered in 2006. She lives in Southampton, Hampshire. The childminder regularly works with an assistant. She offers care from 7am to 6pm, Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder and her assistant are qualified to level 3 in childcare and education.

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