

# Childminder report

<b>Inspection date</b>	21 May 2019
Previous inspection date	4 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder has a good understanding of her role and responsibilities. She uses her many years of experience as a registered childminder to plan interesting and challenging experiences for children. She implements her robust policies, procedures and risk assessments to effectively support children's health, safety and well-being.
- The childminder works very well with her co-childminder. They regularly reflect on the quality of their teaching and interaction to guide their skills further. As a result, children's individual needs are met exceptionally well.
- The childminder uses her initial observations and discussions with parents to determine children's starting points. She plans very well for the next stages of children's learning. However, her systems for monitoring and assessing children's progress across all areas of learning are not yet robust enough for her to more accurately measure the rate of progress and lead to outstanding outcomes for children. Nevertheless, she has high expectations for children's achievements and all children make good progress.
- Children lead healthy lifestyles. The childminder promotes this incredibly well. For example, children demonstrate an exceptionally clear understanding of the need for effective hygiene. They explain they will 'get germs' if they do not wash hands before eating. Children partake in regular exercise. They show an exceptional awareness that physical activity is beneficial to their bodies and explain confidently the need to 'work our hearts'.
- The childminder demonstrates good teaching skills and is proactive to extend children's learning. She has a very high focus on helping children acquire good communication and language skills alongside very good literacy awareness. This is apparent when observing older children, who confidently write their names and practise phonics. There is, however, more scope for teaching older children about nature and the wider world.
- Children demonstrate exceptionally positive behaviour. They are highly engaged in their play and planned activities and show respect for one another. For example, caring older children are keen to help the younger children attending. Children listen attentively to one another as they sing, read or speak confidently in groups or as individuals.

## What the setting needs to do to improve further

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

- strengthen the quality of assessments to more precisely assess the individual progress of all children in all areas of learning
- build on ways to encourage older children to be more interested in the wider world.

### Inspection activities

- The inspector observed the childminder interacting with children indoors and outdoors.
- The inspector completed a joint observation with the childminder's co-childminder. Together, they discussed the aims for activities and how practice is evaluated.
- The inspector spoke with children and read feedback from parents.
- The inspector spoke with the childminder about how she updates her skills and knowledge.
- The inspector sampled the childminder's documentation and children's records.

**Inspector**  
Aileen Finan

## Inspection findings

### Effectiveness of leadership and management is good

The childminder evaluates her provision regularly and values the views of parents, who speak positively about the care their children receive. Parents state their children 'couldn't be happier'. They add children learn many new skills and older children show school readiness. The childminder continues to be keen to update her skills and knowledge, and achieves this through training and research. This includes, for example, updating all aspects of safeguarding knowledge and training to support her planning for children's learning. Safeguarding is effective. The childminder has a secure understanding of all safeguarding matters. She knows how to protect children.

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

The enthusiastic childminder confidently extends how children learn. Children respond to her very well. This is demonstrated during a phonics session. Children decorate cut out shapes depicting a snake during a craft activity linked to phonics awareness. They practise the initial sounds of words as they decorate their snake with silver paper and stamps. Children have a clear understanding of the familiar sounds. The childminder helps them to recognise that today is 'sunny', which also makes the same sound. Her interactions promote positive experiences for children's language skills. The childminder uses her knowledge of children's interests to plan well for them. She regularly shares their progress with parents. The childminder has established effective partnerships with others who share the care of children attending to promote continuity in learning.

### Personal development, behaviour and welfare are outstanding

The childminder offers stimulating and challenging experiences for children. She is incredibly supportive of children's independence. Children put on shoes independently and know the importance of sun protection to keep themselves safe. Older children are incredibly aware of their differences from others. They warmly encourage younger children to 'keep your hat on' as they play outdoors. The childminder offers superb opportunities for children to be physically active. She proactively demonstrates this as children confidently participate in a music and movement activity. Children develop very good control of their body, balance and coordination as they stretch tall, jump high or be small. Older children confidently show that they understand the difference between left and right legs. The childminder is proactive in how she helps younger children to settle. This is demonstrated with her planning to offer sessions for them while older siblings still attend. Mealtimes are extremely sociable. Children identify and choose fruits, pour drinks and butter bread as they talk together.

### Outcomes for children are good

Children are very motivated to learn. They show interest in literacy, and keenly demonstrate that they can hold a pen correctly. Children thoroughly enjoy books. They listen attentively as stories are read to them. Older children carefully turn pages as they read and retell favourite stories, such as 'The Hungry Caterpillar', to their friends. They identify many stages and name the foods that the caterpillar eats. They demonstrate a clear understanding that at the end the caterpillar becomes a butterfly. Children show readiness for the next stages of their learning.

## Setting details

<b>Unique reference number</b>	131296
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10072357
<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>	1 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	4 March 2016

The childminder registered in 1998 and lives in Southampton. She works with her daughter, who is also a registered childminder. The childminder operates Monday to Friday from 7.30am to 6pm for most weeks of the year. She receives funding for the provision of free early education for children aged three and four years.

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