

# Childminder report

<b>Inspection date</b>	4 June 2019
Previous inspection date	22 February 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 keeps her professional development up to date by attending training courses. She then uses this training to enhance the experiences she provides to children.
- The childminder works effectively with other settings. This provides children in her care with connected learning which has a positive impact on their overall development.
- Children have a close attachment with the childminder. They are happy and content in her home and therefore behave well. She encourages mutual respect and teaches children how to share. Older children play well together and show care for the younger babies.
- Children are motivated to learn. They are confident to explore the resources and have their favourites, such as the 'cars and car garage'.
- The childminder has a range of detailed policies and procedures which underpin the smooth management of the service she provides.
- The childminder does not prepare well enough before events or activities. This interrupts children's learning unnecessarily.
- The childminder does not organise resources well enough for babies to have opportunities to make their own choices in play.
- The childminder has established partnerships with parents. They are highly involved in all aspects of their children's learning and development. The childminder provides parents with detailed information about progress children are making and assessments completed. Parents speak highly of the childminder. They feel she communicates their children's progress well.

## What the setting needs to do to improve further

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

- plan more effectively for children's learning so that activities promote good opportunities for them to follow their own ideas and concentrate without interruption
- further improve the organisation and resources to promote opportunities for babies to make choices for themselves.

### Inspection activities

- The inspector viewed the areas of the home used for childminding. She observed activities and care routines, and assessed the impact these have on children's learning.
- The inspector spoke to the childminder about safeguarding procedures and how she plans for and monitors children's learning. She viewed a range of documentation, such as children's learning records, policies and evidence of suitability checks for those living and working on the premises.
- The inspector spoke with parents and looked at written feedback to obtain their views.
- The inspector interacted with and spoke to children.

#### Inspector

Hayley Doncom

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows signs and symptoms of abuse and the process of referring concerns. She has up-to-date safeguarding training which supports her robust understanding of how to keep children safe. The childminder regularly attends training and uses this effectively to enhance outcomes for children. For example, after attending a course to empower children's play, she introduced a range of exciting play activities, such as a case of curious items for them to investigate. This had a positive impact on children's communication and language along with their critical-thinking skills. They have been thinking about what the objects are and what they could be used for.

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

The childminder has high expectations of children. She has a robust understanding of how to promote learning for the individual children she cares for. She records accurate assessments of children during free play and focused groups. Recently, the childminder's dog had puppies. The childminder wanted to use this natural experience as a unique learning opportunity for children. She liaised with parents to gain permission. Children have watched the puppies grow and separate from their mother. They have shown love and care towards the puppies which has supported their social and emotional development well. Children have also learnt how to look after the puppies and what they need to grow to be healthy dogs. The childminder has effective relationships with other pre-schools that children attend and successfully shares information to promote continuity in learning. She completes a progress update every term, including what she will be working on with individual children: she then shares this with parents and the pre-schools. The childminder plans a range of stimulating activities for children and regularly joins in with their play. For example, she animatedly reads a favourite story about a duck with the children, who eagerly join in.

### Personal development, behaviour and welfare are good

Children are eager to play. They know the routine of the day. The childminder follows their lead and supports children's needs well. For example, children ask to play outside and the childminder follows this interest. The children have lots of opportunity for physical activity as they enjoy the walk to the local school to collect other children at the end of the school day. The childminder takes the children out daily: they often visit local farms and country parks. This encourages children to take part in running games and use the climbing equipment which enables risk-taking skills to be developed.

### Outcomes for children are good

Children are well prepared for the next stage in their learning. For example, children play in a toy car outside and the childminder questions the children, asking things, such as 'where are you driving?' and 'how long do you think it will take to get there?' This encourages children to make links to experiences they have had and communicate them which supports their self-esteem and confidence. Children show they are motivated to learn and talk positively about moving on to school. Children show independence and demonstrate decision-making skills. For example, children choose to play outside and successfully put their shoes and coats on in preparation.

## Setting details

<b>Unique reference number</b>	EY365652
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10074041
<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>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	22 February 2016

The childminder registered in 2007. She lives in St Deny's, Southampton. The childminder holds a National Vocational Qualification in Childcare and Education at level 3. Her service is open Monday to Thursday from 8am to 5pm, all year round. She accepts early years funding for two-, three- and four-year-old children.

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