

# Childminder report

<b>Inspection date</b>	22 July 2019
Previous inspection date	30 June 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder uses her professional development effectively to enhance her provision for children. For example, the training she is currently undergoing has developed her knowledge and practice within communication and language. This is having a positive impact, especially for children who speak English as an additional language.
- The childminder and assistant successfully challenge children through skilful questioning. For example, they encourage older children to think about the sounds of letters. This supports children to develop their early literacy skills.
- Children thrive and build secure emotional attachments to the childminder and assistant. This supports children's well-being and confidence.
- Children make good progress from their starting points. This provides them with solid foundations for the next stage of their learning.
- Parents feel happy and reassured with the love and support their children receive. They comment that their children are happy and have developed in all areas of development since starting with the childminder.
- The childminder has not informed Ofsted that she is working with an assistant. However, the assistant is a registered childminder who has undergone suitability checks with Ofsted and, therefore, this significantly reduces the impact on children's safety and welfare.
- On occasions the childminder and assistant are too quick to direct children's focus. This can hinder children's developing concentration levels in their chosen learning.
- At times, the childminder and assistant do not successfully act on children's spontaneous interests and therefore do not act on these to support children's development further.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due date
improve understanding of notifications required to Ofsted, including changes to adults working on the premises.	23/09/2019

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

- strengthen teaching methods to support children to develop their concentration levels in their chosen learning
- develop planning to make best use of children's spontaneous interests to develop their problem-solving skills.

### 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 to 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 and assistant have a robust knowledge of how to keep children safe, including wider safeguarding issues. They are vigilant and know how to make a referral should they be concerned about a child's welfare. The childminder monitors children's development effectively. She makes accurate assessments of children through play. For example, she captures children interest in counting and enhances this by asking 'what comes next'. The childminder uses her assessments well to successfully plan, to help children develop their skills further. She works closely with parents to develop her provision. She regularly asks for feedback on the service she provides. This allows her to celebrate the success of her provision and address any suggestions.

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

The childminder gains in-depth information about individual children when they start with her. This includes their routines at home, who is important to them and their development milestones. The childminder and assistant use this effectively to plan for children on entry into the provision. They support children to develop their fine-motor skills. For example, they encourage children to mould dough to the shape of letters. Through questioning, they are able to develop children's mathematical development, for example they use a range of sea animals and find out what children know about sizes, such as which is the biggest and smallest. Children show delight in imaginary play as they pretend to go shopping with their role-play baskets. The childminder and assistant develop children's vocabulary well by asking for different ingredients such as cheese and chorizo.

### Personal development, behaviour and welfare are good

Children behave well in the childminder's home. They are motivated to learn and show delight in playing together and alongside one another. For example, children fill up bottles and shake them. The assistant encourages children to shake them 'quietly' and 'loudly'. She demonstrates this to them so they understand. This encourages children to develop their listening skills. The childminder promotes persistence and supports children sensitively. For example, children develop independence as they use the toilet and put their shoes on. Children enjoy being physically active as they climb the steps to the slide and whizz down. They have a range of equipment which they use, such as bats and balls. This helps develop children's hand-to-eye coordination and interest in being physically healthy.

### Outcomes for children are good

Children show high levels of confidence. They are eager to self-select their chosen activities and develop excellent self-esteem as they achieve what they have set out to do. For example, children show pride when their home-grown tomatoes are ready to be picked. All children make good progress. Children with English as an additional language are supported well to expand their understanding and vocabulary. Children share their feelings and emotions with the childminder and assistant. For example, younger children ask for their comforters when they are tired.

## Setting details

<b>Unique reference number</b>	EY290078
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10073423
<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 - 8
<b>Total number of places</b>	11
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	30 June 2016

The childminder registered in 2004. She lives in Bitterne, Southampton. She provides care each weekday throughout the year from 7.30am to 6pm on Monday to Friday. The childminder holds a early years qualification at level 3. She works with two assistants. The childminder receives government funding for children aged two, three and four.

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