

Childminder Report

Inspection date

14 March 2017

Previous inspection date

19 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 effectively observes and assesses children's development. She identifies their learning needs successfully to enable her to provide an appropriate range of challenging activities. As a result, children make good progress.
- The childminder is knowledgeable about how to protect children and keep them safe. If there are concerns about children's welfare, the childminder has clear procedures to follow.
- The childminder communicates well with parents. She shares information regarding their children's care, learning and development and ideas for activities to promote children's learning at home.
- The childminder consistently reflects on the day-to-day running of her setting with her co-childminder to promote good outcomes for children.
- The childminder helps children to develop a good understanding on how to stay healthy. For example, children have good physical skills as they climb and balance outdoors in the widely resourced area.

It is not yet outstanding because:

- The childminder does not consistently make use of opportunities to support and extend children's mathematical development.
- The childminder does not fully promote all parents to share their child's achievements from home to enhance planning for children's next steps in learning.

What the setting needs to do to improve further

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

- make consistent use of opportunities to support and extend children's mathematical knowledge and understanding
- encourage all parents to share what they know about their children's learning and development and work together to identify their children's next steps.

Inspection activities

- The inspector conducted a tour of the premises and resources used by children during the inspection.
- The inspector had a discussion with the children and childminder.
- The inspector looked at a range of relevant documentation relating to safeguarding, policies and procedures, and learning and development documents.
- The inspector observed children during play and activities.

Inspector

Vanessa Dooley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder ensures she has a good understanding of how to minimise risks to children's safety and what to do in the event of a concern about a child's welfare. The childminder monitors her practice effectively. She uses the views of others to reflect on the success of the setting. She completes an evaluation file to capture the changes that have been made and assesses the impact these have on children's learning and her practice. The childminder monitors children's progress carefully, which helps them to identify any gaps in children's learning. Good relationships with other settings have been developed to support good outcomes for children.

Quality of teaching, learning and assessment is good

Children react positively to the childminder and behave well. She engages children in conversations to support their communication skills successfully. For example, she repeats words back to children to reinforce pronunciation. The childminder listens very carefully to children and skilfully extends their development to ensure they achieve their identified next steps in their learning. She responds to children's ideas and their interest. For example, she helps children to plant vegetables in the garden and to understand why watering plants supports them to grow. Parents are kept well informed about their children's progress. For example, they have daily discussions with the childminder and regular opportunities to share a written summary about their child's development.

Personal development, behaviour and welfare are good

Children feel secure in the welcoming environment. They form strong emotional bonds with the childminder. She offers children gentle guidance and praise and builds on their confidence effectively, for example, when she celebrates their achievements. The childminder acts as a good role model, for example, she is respectful and polite. Children are developing positive relationships and good social skills, such as waiting their turn and sharing with others. The childminder encourages children's good health. For example, she provides suitable energetic play outside to support their physical development. Children enjoy regular outings to the local parks where they have fun practising their physical skills, such as climbing on the pirate ship.

Outcomes for children are good

Children are making good levels of progress and are being well prepared for school. They are able to communicate well and concentrate for a long period of time during activities, such as in the mud kitchen. Children focus well and persevere during activities, such as pouring soil into the individual cake containers. Children develop good friendships and social skills. For example, they cooperate and play together well.

Setting details

Unique reference number	EY312220
Local authority	Southampton
Inspection number	1085592
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	21
Name of registered person	
Date of previous inspection	19 January 2015
Telephone number	

The childminder registered in 2001. She is based in Southampton. The childminder opens from 7am to 5.30pm Monday to Friday. The childminder receives early education funding for children aged three and four years. She works with her co-childminder from the home of her son.

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