

Childminder Report

Inspection date

8 May 2017

Previous inspection date

21 May 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

- Children are happy and settled. They form close and trusting relationships. For example, they laugh together in their play, hug their friends and cuddle up with the childminder for quiet play.
- The childminder supports children's health and physical development well. For example, children enjoy lots of outdoor play, physical activities and healthy meals together.
- Children make good progress in relation to their starting points. The childminder uses accurate assessments of children's development to monitor and support their learning effectively.
- The childminder monitors, evaluates and develops the quality of her and her assistant's interactions with children successfully to improve practice. She prioritises areas for improvement to maintain good standards of care and learning for all children.

It is not yet outstanding because:

- On occasions, the childminder misses opportunities to encourage younger children's communication skills further still.
- The childminder does not consistently exchange detailed information with the other settings children attend to complement their learning further.

What the setting needs to do to improve further

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

- make the best possible use of opportunities to encourage younger children's communication and language skills as effectively as possible
- develop stronger partnerships with the other settings children attend to complement children's developmental needs even more effectively.

Inspection activities

- The inspector observed activities and the quality of the childminder's interactions with the children. She also discussed the effectiveness of an activity with the childminder.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector observed the childminder working with her assistant and reviewed feedback from parents.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder works efficiently with her assistant to supervise children well and to keep them safe and secure in her care. The childminder has a good understanding of how to safeguard children's welfare and protect them from harm. For example, she keeps up to date with new guidance and is clear of the procedures to follow in the event of any concerns about children's welfare. The childminder uses professional development to help her improve the good quality of her provision further still. For example, she has provided more resources to encourage children's early writing skills in their preferred areas of play.

Quality of teaching, learning and assessment is good

The childminder provides a good range of activities to capture children's interests and support their development. She uses her good teaching skills to help children achieve their next steps for learning and to support their enjoyment. For example, she provides time for children to explore the tools they use to find insects hidden in sand and cooked pasta and to create their own ideas. She joins them to help them overcome problems, such as finding out how to operate different tools to learn more about the creatures. The childminder extends children's learning further. For example, she encourages older children to count, think and share their knowledge. Children enjoy books and are keen to join in the stories. The childminder includes the youngest children well, such as providing a quiet time for them to look at books together peacefully.

Personal development, behaviour and welfare are good

The childminder works closely with parents from the start to settle children well and meet their needs consistently. She provides welcoming play areas for children in which they make their own choices. Children lead their own play confidently and use their imaginations well. For example, older children create games with pretend crocodiles which they imitate with roars and splash with in the water tray. The childminder and her assistant help younger children to explore well, such as helping them use the physical play provision safely. The childminder helps children to explore diversity in their community as part of helping them to learn about the world.

Outcomes for children are good

Children develop the skills for their future learning and are well prepared to move on to school. For example, they listen well and follow instructions and older children communicate confidently. Children learn about numbers, quantity and size in their play as part of their mathematical development. They develop positive attitudes and good social skills.

Setting details

Unique reference number	EY333587
Local authority	Hampshire
Inspection number	1092711
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	21 May 2015
Telephone number	

The childminder registered in 2006 and lives in Hedge End, Southampton, Hampshire. She regularly works with an assistant. The childminder operates from 6.30am to 6.30pm, Monday to Friday. The childminder provides funded early education for two, three and four-year-old children. The childminder holds a relevant qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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