

Childminder Report

Inspection date

14 July 2016

Previous inspection date

8 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 provides a welcoming environment where children build good relationships. They learn to take turns and share play equipment.
- Children make good progress. The childminder monitors children's development effectively, which helps her to identify and address gaps in their learning quickly.
- Children enjoy a broad range of learning experiences. They confidently choose what they want to play with from a good variety of resources.
- The childminder establishes effective partnerships with parents and other early years professionals, which helps her meet children's individual needs well. Parents say that their children are very happy to attend and agree they are progressing well.
- The childminder's self-evaluation includes the views of parents, children and other professionals to help her identify areas for development. She continues to adapt activities and resources according to children's interests and learning priorities.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to develop children's next steps in their learning when they choose their own activities.
- Children's early reading skills are not always supported consistently. For example, the childminder labels her resources using capital letters for some words and lower case for others.

What the setting needs to do to improve further

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

- make better use of children's chosen play and immediate interests to encourage the next steps in their learning
- improve consistency in the methods used to help children become familiar with words and letters.

Inspection activities

- The inspector observed children's activities in the childminder's home and garden.
- The inspector discussed children's activities, learning and progress with the childminder.
- The inspector looked at a sample of documentation, which included policies, procedures and children's progress records.
- The inspector took account of parents' views, obtained from letters they had written and the childminder's questionnaires.

Inspector

Brenda Flewitt

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues and the procedures to follow if she has concerns about a child's welfare. She keeps her knowledge up to date through training. The childminder has successfully addressed the actions and recommendation set at the previous inspection, which has improved aspects of children's learning and health. The childminder continues to develop her professional knowledge to help improve the outcomes for children. For example, attending a training course has helped her to develop her skills in talking purposefully with children to extend their language and understanding. The childminder keeps up to date with changes, for example by reading relevant information and talking to colleagues.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of the different ways children learn through play and meaningful experiences. For example, she takes children on outings in the local community, where activities include meeting other people and learning about the world around them. The childminder encourages children's language skills in various ways. For example, she talks with them during their activities, naming objects, people and actions. She asks questions to help children think, recall and solve problems. At the inspection, children chose to play various table-top games that encouraged them to count, remember and match cards, as well as follow instructions. When children showed interest in a calendar, the childminder helped them to link events in their lives, such as starting school, with months of the year.

Personal development, behaviour and welfare are good

Children are happy, settled and secure. They enjoy the time they spend with the childminder. Children are confident to make choices and communicate their needs. The childminder encourages them to take turns and consider others. She regularly praises children, which helps to build their self-esteem. The childminder encourages healthy lifestyles well. For example, she teaches children good routines for looking after their bodies and enables them to have fresh air and exercise every day. Children develop good physical skills; they make choices from nutritious foods at meal times and learn about the importance of a balanced diet.

Outcomes for children are good

All children make good progress. The childminder teaches them various skills that help to prepare them well for starting school. For example, children become increasingly independent. They learn to manage their own clothes and use toilet facilities without help. Children show an interest in initial sounds and letters, and count in meaningful situations.

Setting details

Unique reference number	EY366797
Local authority	Southampton
Inspection number	1049022
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	8 September 2014
Telephone number	

The childminder registered in 2008. She lives in the Sholing area of Southampton, Hampshire. The childminder provides childcare from Monday to Friday all year round, with the exception of one week at Christmas and her personal holidays. She receives funding to provide free early years education for children aged three and four years and holds an early years qualification at level 3.

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