

Childminder Report

Inspection date

12 May 2015

Previous inspection date

2 November 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- The childminder provides children with a wide range of learning experiences which support them to make good progress in their development, and motivate them to learn.
- The childminder organises her home well, providing a safe environment for children to play, learn and rest.
- The childminder works well in partnership with parents to ensure children's care needs are fully met. She involves parents effectively in their child's learning, which has a positive impact on their progress.
- The childminder has a good understanding of her role and responsibility in meeting the requirements of the Early Years Foundation Stage.
- Children are developing good independence skills. They help themselves to water when they feel thirsty and confidently put on their own shoes.
- The childminder reflects on her practice to identify her strengths and areas of weakness and, as a result, is continually driving improvements.

It is not yet outstanding because:

- The childminder is already developing children's good sense of belonging in the setting, although for some children this could be enhanced further, for example, by displaying photographs of the children and their families.
- The childminder does not always make the most of opportunities to teach children to use mathematical language, such as talking about how full they fill flower pots with soil, to further support their understanding of volume.

What the setting needs to do to improve further

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

- develop further children's sense of belonging and self-esteem, for example, through displaying photographs of the children and their families to enhance the settling in period for children
- develop further opportunities for children to improve their mathematical skills, for example, by using words, such as 'empty', 'half full' and 'full', to support their developing understanding of volume.

Inspection activities

- The inspector toured the premises and observed children playing.
- The inspector looked at children's development records, a selection of policies, children's records and evidence of suitability.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the information provided in the childminder's self-evaluation document and written references from parents.

Inspector

Hazel Farrant

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a good understanding of how children learn, and the quality of her teaching is good. Consequently, assessments are used well to plan interesting experiences for children and to target their next stages in learning. Children's communication skills are developing well. The childminder skilfully encourages them to use lots of language as they play. Effective use of questioning by the childminder encourages children to communicate their ideas and put them into practice, such as while they plant sunflower seeds. These opportunities for children to explore sensory and natural materials help to support their developing understanding of the world. Young children are taught well, to differentiate size and to count. However, the childminder does not make the most of opportunities, such as planting seeds, to use words such as 'empty', 'half full' and 'full' to extend children's learning around mathematical language.

The contribution of the early years provision to the well-being of children is good

Children settle well in the childminder's care and they build close relationships with her. The childminder is a good role model, and children behave very well. They enjoy her interaction in their play, and the constant praise and reassurance she gives them. However, the childminder has not considered how the use of displaying pictures of the children and their families will help to boost their self-esteem and sense of belong, especially for those children still settling into her care. Children have good opportunities to be active and engage in physical play, both indoors and outdoors. Parents provide most of the food for their children, and follow the childminder's healthy eating policy when doing this. Children benefit from weekly activities at the local childminding group, and outings to the woods and forest. These activities enable children to develop good social skills and confidence in readiness for their move on to school. Children behave safely and responsibly because they know what is expected of them. For example, the childminder teaches children about the importance of tidying toys away from the floor to minimise trip hazards.

The effectiveness of the leadership and management of the early years provision is good

Safeguarding procedures are robust. The childminder knows what to do if she has concerns about a child in her care, or if allegations are made against her. The childminder strives to provide a good-quality service for the children and their families. She completes various short training courses, and shares good practice with other childminders to further enhance her knowledge. The childminder monitors the children's progress by using detailed tracking documentation. This means that she knows the children's current stage of development. She can also identify any gaps in children's learning and close them quickly.

Setting details

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|------------------------------------|-----------------|
| Unique reference number | EY345014 |
| Local authority | Hampshire |
| Inspection number | 828481 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 2 November 2011 |
| Telephone number | |

The childminder registered in 2006 and lives in Blackwater, near Camberley, Surrey. The childminder's provision operates from Monday to Friday, for most of the year.

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