

Childminder Report

Inspection date

15 May 2015

Previous inspection date

3 November 2009

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 quality of teaching is good. The childminder carries out thorough assessments of children's learning and development, and plans interesting activities to promote their progress. She constantly asks questions to extend children's language and thinking skills.
- The childminder has strong relationships with parents and they speak highly of the service she provides. They state that they have good opportunities to discuss their children's progress and therefore, share learning.
- The childminder nurtures and builds strong emotional bonds with children. Therefore, children settle quickly when they first attend as they feel safe and secure.
- The childminder is committed to support all children, including those with English as an additional language, to develop effective communication skills. She speaks fluent English, Portuguese, French and some Spanish to fully support children's language.
- The childminder is passionate about improving her understanding and professional development. Through attending training she actively promotes better outcomes for children.

It is not yet outstanding because:

- The childminder does not consistently encourage older children to complete tasks that are within their capabilities, for example, tidying away toys after use.
- Although the indoor environment is rich in images and text, outdoor areas do not have as many resources to encourage children's literacy skills.

What the setting needs to do to improve further

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

- provide opportunities for older children to tidy up toys after use, to develop age-appropriate responsibility
- make consistent use of resources, particularly pictures and print, to fully promote literacy development.

Inspection activities

- The inspector spoke to parents to gather their views.
- The inspector spoke to the childminder to check her understanding of the requirements of the Early Years Foundation Stage.
- The inspector observed children's play and the childminder's practice.
- The inspector toured the areas of the premises children use.
- The inspector sampled policies and procedures.

Inspector

Sara Hope

Inspection findings

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

The childminder provides effective educational programmes that support children's learning and development across all areas. Therefore, children make good progress and, in some cases, exceed developmental expectations. Children have consistent opportunities to interact with the childminder and other children who attend her setting. The childminder encourages children to develop physical skills indoors through creative activities and playing with small interactive toys. Outdoors children enjoy climbing, sliding and swinging on larger toys and exploring local play parks. The childminder has high, yet realistic expectations of what each child can achieve.

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

Children are happy and enjoy using their imagination. For example, in the garden they pretend to sell ice-creams discussing flavours, toppings and payment. The childminder reminds children of rules and encourages them to understand consequences. As a result, children behave well and play cooperatively. The childminder consistently reminds children to wash their hands after toileting and before meals. She promotes healthy eating by providing nutritious snacks and discussing the importance of healthy eating. She reminds children to have regular drinks. The childminder prepares children well for school. Older children develop independence during personal care routines. Younger children receive more help if needed. Children have good opportunities to learn to use cutlery, wash their hands and put on coats with minimal adult intervention. The childminder provides good opportunities for children to recognise their name and to count. She discusses with them regularly what will happen when they go to school.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She has a robust knowledge of child protection procedures and carries out regular fire drills with the children to keep them safe. The childminder evaluates her service and practice to identify improvements. Parents contribute their views verbally and through questionnaires. The childminder listens to children to make sure she is meeting their needs and interests. She liaises with advisors and supports continuity of care with other settings the children attend by sharing what she knows about the children, with parents' permission. The childminder is aware of the other agencies to contact if she has a concern regarding a child's development. Therefore, she knows how to seek interventions to support and minimise gap in children's progress.

Setting details

Unique reference number	EY393267
Local authority	Hampshire
Inspection number	830498
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	3 November 2009
Telephone number	

The childminder registered in 2009. She lives in Basingstoke, Hampshire. She operates Monday to Friday between 7.30am and 6.30pm, 48 weeks a year. She receives funding for the provision of free early education for children aged three and four.

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