

Childminder Report

Inspection date

19 May 2015

Previous inspection date

18 May 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 childminder has a good understanding of how to meet the learning and development requirements. She provides a wide range of activities that engage and motivate children in their play. As a result, children make good progress.
- The childminder has a good understanding of how to meet the safeguarding and welfare requirements. Both the childminder and her assistant have updated their skills and knowledge as a result of recent safeguarding training. Therefore, they know what action to take if they have concerns about the welfare of a child.
- The childminder knows children well. Her warm and affectionate manner helps children to feel secure. Therefore, children develop good relationships with her and with each other, which supports their emotional well-being.
- The childminder has recently reviewed how she promotes children's communication skills in the outside environment, as a result of her recent training.

It is not yet outstanding because:

- The childminder does not always encourage children to recognise written letters and corresponding sounds, so does not consistently promote their early reading skills.
- The childminder does not fully promote children's mathematical knowledge, particularly when developing their understanding of shapes.

What the setting needs to do to improve further

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

- extend children's early reading skills during everyday activities so that they learn that print carries meaning, in readiness for going to school
- increase opportunities for children to further develop their understanding of shape, to fully promote their early mathematical development.

Inspection activities

- The inspector spoke to the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector observed activities in the childminder's home and also in the outside area.
- The inspector took into account the views of parents, provided in writing, on the day of the inspection.
- The inspector checked evidence of the suitability of the childminder, a selection of children's records, the childminder's safeguarding policies and her methods for self-evaluation.
- The inspector spoke to the childminder to check her understanding of the Early Years Foundation Stage and the Childcare Register requirements.

Inspector

Tara Naylor

Inspection findings

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

The childminder provides children with a good level of teaching. She knows the children well and ensures that toys, resources and activities interest and engage them in their play and learning. For example, younger children enjoy playing in the garden; they confidently develop their good physical skills as they explore filling and emptying containers with sand. The childminder engages children in counting activities so that they begin to learn simple addition. Children benefit from opportunities to play outside in the well-equipped garden. They go to the childminder's allotment and learn to grow fruits and vegetables so that they have a greater understanding of the outside world. The childminder regularly records and monitors children's progress through her online journals. She shares these with parents, who also contribute to them. This enhances a good partnership approach to children's learning.

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

The childminder and her assistant have warm relationships with children. As a result, children settle well and demonstrate that they feel happy, safe and secure. The childminder provides children with a variety of home-cooked meals and snacks. Children learn good routines to develop their self-care skills. For example, they learn to wash their hands before eating and are involved in preparing their snacks. This helps them to become confident and independent, in readiness for going to school. Children behave well because the childminder teaches them to take turns and share so that they learn good behaviours towards each other.

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

The childminder is committed to providing children with high-quality provision. She asks the views of children and parents to help her identify areas for further improvement. As a result, she ensures that children receive consistent, good-quality care. The childminder builds links with staff at other settings. She frequently shares information about the children with them. This supports continuity of care. Parents comment favourably on the childminder; they say that their children are happy and interested in their learning as a result of being in her care.

Setting details

Unique reference number	110918
Local authority	Hampshire
Inspection number	835870
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	18 May 2009
Telephone number	

The childminder registered in 1998 and lives in Petersfield, Hampshire. Childminding takes place from 7.30am to 6.30pm, Tuesday to Friday, all year round. This is with the exception of bank holidays and family holidays. The childminder receives funding for the provision of early education for children aged two, three and four years. She has an assistant registered to work with her when needed. The childminder holds a formal qualification at level 3.

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