

Childminder Report

Inspection date

23 June 2015

Previous inspection date

29 January 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 uses her experience and her good knowledge to help children to learn. She plans for children's ongoing development and next steps in their learning. As a result, children make good progress from their starting points.
- Children build extremely secure relationships with the childminder and show that they are comfortable and settled in her home.
- The childminder plans regular trips to local toddler groups and into the wider community to support young children in developing their social skills.
- The childminder has a sound understanding of how to promote children's health and safety. She assesses the risks at her premises, and for outings, carefully to ensure that children can play safely indoors and when away from the home.
- The childminder has positive and effective working relationships with parents, ensuring a coordinated approach to children's learning and development needs.
- Children develop good communication and language skills because the childminder holds purposeful conversations with them and asks many questions.

It is not yet outstanding because:

- The childminder does not always make full use of books and story resources to extend children's literacy skills.
- The childminder provides few resources to help children to learn about technology and its uses.

What the setting needs to do to improve further

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

- provide more opportunities for children to look at and share story books to support early literacy development
- extend children's understanding of technology by providing more resources and activities.

Inspection activities

- The inspector held discussions with the childminder and spoke to children at various times during the inspection.
- The inspector observed the childminder and the children while they took part in activities and play, both indoors and outdoors.
- The childminder and the inspector carried out a joint observation.
- The inspector sampled children's development records and discussed children's progress with the childminder.
- The inspector took account of the views of parents through one written comment and via telephone conversations.

Inspector

Ann Rowe

Inspection findings

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

The childminder motivates the children to learn through a variety of challenging activities. She understands that they learn best through play and knows each child's current stage of development. She provides learning opportunities suitable to children's next stage of learning and so they make good progress. For example, older children are encouraged to make observations on their journey to school, while younger children experiment happily with water play in the home. The children's physical skills are good because the childminder offers a wide range of activities both at home and in the wider community when visiting parks. Children have sound personal, social and emotional skills, and demonstrate good self-help skills in preparation for the next stage in their learning. Even the youngest children are able to take off and put on their shoes without assistance, and older children collect belongings ready to go to school.

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

Children are cared for in a friendly environment, which is secure and well maintained. The childminder builds up good relationships with children and their families to ensure that children settle quickly on a daily basis. The childminder is attentive and meets the children's needs well. She helps children to understand positive ways to behave. For instance, older children know when and where to stop to cross roads safely on the school journey. Children learn to share games and play in harmony. The childminder helps children to understand how to keep themselves safe through gentle reminders at appropriate times. She promotes children's understanding of good hygiene routines and a healthy lifestyle through regular exercise and sensible food choices.

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

The childminder has a good understanding of safe and effective working practices and implements the requirements of the Early Years Foundation Stage well. She has a secure knowledge of safeguarding procedures. She knows her responsibilities if she has a concern about a child in her care. The childminder gives good consideration to the quality of her service. She is aware of her strengths and can identify areas for improvement. In addition, the childminder recognises the importance of keeping up to date through childminder group training and reading relevant journals, as well as using online websites for resources and activities. This enables her to develop her skills for the benefit of the children in her care.

Setting details

Unique reference number	113312
Local authority	Hampshire
Inspection number	839845
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	29 January 2009
Telephone number	

The childminder registered in 1996. She lives in Alresford, Hampshire. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She has a diploma in Childminding Practice and works from Monday to Friday for the majority of the year.

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