

Childminder Report

Inspection date

28 July 2015

Previous inspection date

27 April 2010

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

- Children's communication and language skills are developing well due to the discussions the childminder has with children and the questions she asks them.
- The childminder provides a broad range of activities and play experiences that help children to make progress in all skill areas.
- Children are happy, settled and engage well with the childminder and each other, which supports their well-being.
- The childminder has a good understanding of how to keep children safe. She has attended training to update her knowledge of changes in safeguarding children. She is confident in the referral procedures should she have any concerns about a child's welfare.
- The childminder establishes good relationships with parents and other settings children attend. Shared information between the childminder, parents and pre-schools enables continuity of care, which has a positive impact on children's learning and development.

It is not yet outstanding because:

- The childminder does not always make the most of opportunities to develop children's counting skills during daily routines and activities.
- The childminder does not organise all resources effectively to enable children to select for themselves and provide maximum space to play.

What the setting needs to do to improve further

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

- include more opportunities for counting during activities and everyday routines
- review the organisation and storage of some resources to provide more space to play and enable children to select independently.

Inspection activities

- The inspector observed activities in the childminder's home and in the garden.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector sampled a range of policies and procedures and looked at children's assessment records.
- The inspector spoke to some parents during the inspection.
- The inspector viewed the areas children use.

Inspector

Hazel Stuart-Buddery

Inspection findings

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

The childminder provides a stimulating learning environment. The quality of teaching is good. During the inspection children used their imaginations and real-life experiences as they pretended to dress, feed and take dolls and teddies out for walks. Children showed developing self-confidence, independence and pride in their achievements. For example, they wore handbags, shoes and hats as they played at going to the shops, and stood proudly to show everyone what they were wearing. Children also independently set up a pretend picnic to share with the dolls and teddies. The childminder interacts with children well and effectively extends their learning. For example, children developed new vocabulary such as 'tomato' as she encouraged them to repeat words and talked to them about the food they had in their picnic. Children enjoy snuggling up to the childminder to read books together. They listen carefully and develop their language skills as they answer questions and point out different pictures in the book, which prepares them well for their next stage in learning.

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

The children build strong bonds with the childminder as they happily involve her in their play and accept support when needed. They begin to learn about sharing and taking turns as the childminder gently reminds them and is consistent in her approach. This helps children to learn what is expected of them and prepares them well for school. Children learn about healthy lifestyles. They have daily access to a well-equipped garden where they get lots of fresh air and exercise. They develop physical skills as they delight in exploring the activities the childminder provides.

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

The childminder has a good awareness of the Early Years Foundation Stage and meets the requirements well. She maintains detailed records and summarises children's achievements on a termly basis. She tracks their progress and can quickly identify and address any gaps in children's learning. The childminder agrees children's next steps with parents and encourages them to share children's achievements at home. Effective evaluation has had a positive impact on how the childminder plans for the children. She now seeks information from parents about their child's learning, development and achievements when they start so that no learning time is lost. Parents spoken to during the inspection confirm that they are very happy with the care and education their child receives from the childminder. The childminder consults with other childminders regularly to find out about practice issues and share concerns. This enables her to keep up-to-date with current thinking, which helps develop her practice and, consequently, children's learning.

Setting details

Unique reference number	EY102169
Local authority	Hampshire
Inspection number	842472
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	27 April 2010
Telephone number	

The childminder registered in 2002. She lives in Four Marks, Alton, Hampshire. The childminder operates Monday to Friday, all day, for most of the year.

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