

Childminder Report

Inspection date

7 September 2015

Previous inspection date

28 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder provides a broad range of activities that motivate children to learn. She assesses their development well and plans activities that offer a good level of challenge. As a result, all children make good progress.
- The childminder holds a childcare qualification at level 3. This gives her a good understanding of how children learn and enables her to teach effectively. This has a significant impact on the quality of children's learning.
- Children eat healthy snacks and meals, and learn good hygiene practices. They have regular opportunities for fresh air and exercise. This promotes their physical well-being and understanding of healthy lifestyles effectively.
- The childminder works with her co-childminder to reflect on her practice. They seek the views of parents and children. They use these views to consider what works and what needs to change to maintain good outcomes for children.
- Partnerships with parents are strong. The regular two-way flow of information allows parents to become involved in their children's learning and helps provide continuity for children.

It is not yet outstanding because:

- The childminder does not always promote children's interest in early writing skills through a variety of activities.
- Younger children cannot see or access some of the resources. This means they are not always aware of what is available to develop their growing curiosity and independence.

What the setting needs to do to improve further

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

- increase opportunities for children to write for different purposes to further develop their early literacy skills
- provide younger children with more opportunities to make independent choices in their play.

Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector read testimonials from parents to gain their views.
- The inspector examined a sample of policies, children's records and other documents.
- The inspector observed children and the childminder during play and discussed children's development.
- The inspector discussed the self-evaluation process with the childminder.

Inspector

Alison Southard

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder carries out risk assessments to help ensure children's safety. She keeps detailed information on the progress children make and monitors this effectively. She shares this information with parents. The childminder is dedicated to attending training to help maintain good standards. She has recently updated her first-aid training and knows what to do in the event of an illness or accident. The childminder has improved her service since her last inspection and makes good use of her qualifications and strong knowledge of how children learn.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Children make good progress in their learning. For example, they enjoy listening to stories and engaging in mathematical songs and action rhymes. This helps to create a love of books and develop their understanding of numbers. Children build on their early language skills as the childminder speaks appropriately with them and repeats words to help them learn. They enjoy exploring technological toys and using their imaginations as they pretend to speak to someone on the play phone. Children enjoy exploring different textures as they play. They learn about diversity and the world around them through discussion and activities. The childminder carries out meaningful observations and assessments, and uses these successfully to determine children's next steps in learning. The good range of experiences the childminder offers children helps them to acquire key skills for the next stage in learning.

Personal development, behaviour and welfare are good

Children are happy, play cooperatively and feel safe and secure in the childminder's care. They settle quickly because they attend settling-in sessions when they first start. This results in the children becoming familiar with their new surroundings. Children learn to respect themselves and others through a variety of activities. They play cooperatively and learn about expected behaviour. As a result, behaviour is good. The childminder gives children lots of praise and encouragement at appropriate times. This promotes their self-esteem and raises their levels of confidence. The childminder puts a strong focus on children's safety. She helps children to learn about keeping themselves safe. For example, they regularly discuss road safety and practise the evacuation procedure.

Outcomes for children are good

All children make good progress from their starting points. Children gain the necessary skills to move on to the next stage in their learning as they develop confidence in their own abilities. They learn to follow the routines well and their early reading and language skills develop well as they gain an awareness of print and engage in conversations. As a result, outcomes for children are good.

Setting details

Unique reference number	110870
Local authority	Hampshire
Inspection number	839744
Type of provision	Childminder
Day care type	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	28 February 2011
Telephone number	

The childminder registered in 1996. She lives in Blackwater, Hampshire. She works with her husband who is also a registered childminder. She works Monday to Friday for most of the year. She has a relevant early years qualification at level 3.

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