

Childminder Report

Inspection date

10 September 2015

Previous inspection date

12 September 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Parents are very positive about the good quality of the care and learning the childminder provides for their children.
- The childminder's strong teaching skills help to ensure children make good progress. Children benefit from interesting activities, both in her home and in the community, that increase their curiosity and skills.
- The childminder organises the day to ensure children have many opportunities to make choices in their play. She supports children's emotional well-being effectively; children are confident and feel secure in her care.
- The childminder monitors children's developmental progress very carefully and plans appropriate next steps relevant to the children's individual needs. This helps to ensure that children have the skills to assist them in the next stage of their learning.
- Children learn to be kind, to share, to help each other and to look after the resources. This helps them develop their social skills and respect for others.
- The childminder keeps her knowledge up to date by participating in online courses and reading early years literature to improve outcomes for children further.

It is not yet outstanding because:

- Although partnerships with parents are good overall, the childminder does not always gather sufficiently detailed information from them about what children can do at home, to assist her further with monitoring children's progress and planning.

What the setting needs to do to improve further

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

- gather more detailed information from parents about what children do at home to assist further with monitoring children's developmental progress and planning.

Inspection activities

- The inspector toured the premises and viewed resources with the childminder.
- The inspector observed the children and the childminder at play and discussed the activities.
- The inspector examined records and documents provided by the childminder.
- The inspector read comments from parents.
- The inspector discussed self-evaluation with the childminder.

Inspector

Lynne Lewington

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is confident about her role in safeguarding children. She is careful to promote children's safety and encourage their awareness of safe behaviour. Children start to develop their awareness of safety through conversations, activities and familiar routines. The knowledgeable childminder creates a happy and stimulating environment where children feel safe and confident. She continuously reviews her provision.

Quality of teaching, learning and assessment is good

The childminder is a good teacher. She develops a clear knowledge of the individuality of each child, which enables her to meet their learning and care needs well. She makes resources easily available and sets out items she knows interest children. The childminder is very conscious of encouraging children to lead their own play. She encourages them to think and plan what they would like to do. For example, when a child asks if they can play outdoors, they enjoy the well-organised outdoor play environment, exploring the sand tray and water play. The childminder develops children's language skills as she takes an interest in what they say and models language for the children. Children develop good mathematical skills. For example, they talk about size, position and shape as they build with bricks, and they count as they use stickers to create pictures. The childminder takes children on many outings in the local community, enabling them to learn about the world around them and to develop their social skills with other adults and children.

Personal development, behaviour and welfare are good

The childminder encourages children to look after the resources. They help to pack toys away when they have finished playing and learn that this helps to ensure that they are ready to play with again at another time. The childminder is a positive role model. She is calm, polite and gentle in her manner. Consequently, children behave well. The childminder communicates effectively with professionals and parents, developing positive partnerships. This helps to ensure continuity of care for children. Children develop an awareness of a healthy lifestyle as the childminder encourages them to follow good hygiene routines and eat healthy food. She talks with them about why these are important. Children's physical skills develop well. Children have opportunities to dig, climb, use wheeled toys and use play equipment on various outings in the community. They develop fine hand-eye coordination during activities, such as when they use crayons, stickers and turn the pages of books.

Outcomes for children are good

Children make good progress in relation to their starting points. They are confident and independent individuals who are interested in all that is available to them. They are developing the curiosity and self-motivation which will help them progress to the next stage of their learning and when they start nursery or school.

Setting details

Unique reference number	112365
Local authority	Hampshire
Inspection number	824992
Type of provision	Childminder
Day care type	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	12 September 2008
Telephone number	

The childminder was registered in 1991. She lives in Basingstoke, Hampshire. The childminder works Monday to Friday, all year.

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