

# Childminder Report

**Inspection date**

15 September 2015

Previous inspection date

9 March 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children are happy and settled. They have good relationships with the childminder and other children, showing good manners and respect for others.
- Partnerships with parents and other early years providers are good. The close working relationship provides a consistent approach towards children's care and learning. This means that children are supported well in moving on to the next step in their learning.
- Children enjoy stories and books. The childminder interacts positively with the children, asking questions to develop their thinking and language skills effectively.
- The childminder has a good understanding of safeguarding and child protection issues.
- Children know about keeping themselves healthy as they follow good hygiene routines. Through discussions with the childminder they learn about the importance of eating healthily.
- The childminder continues to review her provision to help her identify areas for future development to benefit children.

### It is not yet outstanding because:

- At times, the childminder does not take all opportunities to promote children's independence through the daily routines and activities.
- The childminder does not always make the best use of all of her home environment and resources to promote all areas of children's development fully.

## What the setting needs to do to improve further

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

- review and extend opportunities to encourage children to do things for themselves consistently during the daily routines and activities
- continue to develop the resources and play equipment to offer children a greater range of play experiences, both indoors and outdoors, to support their all-round development.

### Inspection activities

- The inspector observed activities and interactions between the childminder and the children, and reviewed the play equipment and resources.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documentation, including a sample of children's records, planning and assessment.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at the systems used by the childminder to evaluate her provision.

### Inspector

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## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has good systems in place to help her to assess, monitor and plan for children's individual learning. She exchanges information about the progress that individual children make with parents and other early years providers. She uses this effectively to help her plan activities that promote the next steps in children's learning. As a result, children make good progress. Safeguarding is effective. The childminder has a good understanding of her responsibility to provide a safe and secure environment for children and to promote their welfare. She has a clear drive for the continual development of her practice. Since her last inspection, she has completed an early years qualification at level 3. The childminder explained how the knowledge she gained from the training helped her to develop the role play activities to support children's imaginations further. The childminder gains the views of parents and children to help her improve the service she provides. She takes all suggestions on board, such as providing more varied snacks for children.

### Quality of teaching, learning and assessment is good

The childminder has a good understanding of how to promote children's learning and development. She knows children well and plans a wide variety of fun and stimulating play opportunities that follow children's interests. As a result, the children are occupied and engaged in purposeful play. The childminder places a strong focus on promoting children's communication and listening skills. For example, children confidently chatted about places they had been on holiday. The childminder extended their learning further by talking about the different countries and children eagerly looked for the particular countries on the map. This generated lots of discussion and raised children's understanding about the wider world. Children take part in regular baking activities and the childminder encourages them to follow the recipes and to work out the quantities required. This helps to promote children's early literacy skills and mathematical development.

### Personal development, behaviour and welfare are good

The childminder fosters a good sense of security and emotional well-being as she shows deep concern for children's feelings and supports their care needs well. Children are happy and settled, and are confident to ask for help when they need it. The childminder values all children. She ensures all children's views and opinions are listened to as they discuss their favourite foods. The childminder teaches children the importance of considering the needs of others. As a result, children play together well. They understand that they need to take their turn as they take part in the board game. Overall, children are able to make decisions about their play as they independently select toys and resources from various toy boxes. They enjoy frequent outings around the local environment and benefit from regular exercise and fresh air. This provides children with access to a wider range of outdoor play experiences that help them develop new physical skills.

### **Outcomes for children are good**

Children are supported well by the childminder to make good progress in their learning and development. They are learning to be independent, which helps prepare them for their move on to school.

## Setting details

<b>Unique reference number</b>	EY302373
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1016659
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 March 2009
<b>Telephone number</b>	

The childminder registered in 2004. She lives in Warsash, Hampshire. The childminder has an early years qualification at level 3.

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