

# Childminder Report

**Inspection date**

21 September 2015

Previous inspection date

8 June 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder provides exceptionally well for children's personal, social and emotional development; their well-being is paramount. Children show high levels of confidence in social situations because of the strong praise and encouragement they receive from the childminder and her assistant.
- A highly rich and stimulating play environment, indoors and out, engages children in motivational learning activities. Teaching is good and children make good progress from their starting points.
- The competent, well-organised childminder evaluates her practice effectively and makes future plans for her personal development and that of her assistant. For example, she has plans to develop her knowledge of how to use information and communication technology more in her educational programmes.
- The childminder has a united and successful approach to working with parents. There are good lines of communication, which promotes continuity in children's care and learning. Parents write knowingly and glowingly of the setting.

### It is not yet outstanding because:

- The childminder does not always provide children with a wide range of opportunities that promote understanding of people and communities beyond their own.
- The childminder does not have a deep understanding of how to use her observations of children effectively to ensure teaching is of a consistently very high quality.

## What the setting needs to do to improve further

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

- extend opportunities for children to learn about families and communities beyond their own
- develop a deeper understanding of how to use high-quality observations of children's learning to deliver very high-quality teaching and learning outcomes.

### Inspection activities

- The inspector observed children's play activities and the childminder's interactions with them.
- The inspector undertook a joint observation with the childminder.
- The inspector held discussions with the childminder about the children and looked at their learning records.
- The inspector sampled some safeguarding and leadership documentation.
- The inspector gained verbal and written feedback from parents.

### Inspector

Loraine Wardlaw

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of the procedures to follow if she is worried about a child's welfare. She ensures that she and her assistant are fully trained in first aid so they can act in an emergency. The childminder works collaboratively with other professionals to drive continuous improvement. For example, she has fully developed the outdoor area after gaining ideas from visits to other settings. Partnerships with others involved in the children's lives are successful. There is strong three-way communication between the pre-school, parents and the childminder.

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

Children's learning needs are successfully met by a childminder who understands how children learn. She provides them with good quality, purposeful play. The children are keen, active learners who are developing valuable future skills because of the skilled interaction they receive. The childminder successfully plans exciting play activities, such as shop play with real food. She has a clear knowledge of how to promote children's language and mathematical development through the use of her resources and her tailored support. For example, the childminder uses a 'singsong' voice, and encourages singing during duck pond play, which children relish. Children develop good sharing, speaking and understanding skills appropriate to their age. During rice play, they explore and investigate using a very good variety of different sized pots and one-handed tools. The childminder's assistant uses toy characters from a favourite story to engage and excite the children, for example, when sharing a book together.

### Personal development, behaviour and welfare are outstanding

The enthusiasm of the childminder and her assistant shines through resulting in an exceedingly welcoming environment in which children flourish. In particular, they gain good personal, social and emotional skills. The childminder gives children very specific support and praise, such as when learning to share. Children's well-being is completely supported through the strong bonds they develop with the childminder. She finds a comfortable place for them to rest when they feel tired and is very attentive to their needs. There is excellent attention to keeping children safe and promoting healthy lifestyles. The childminder talks to them about eating healthy snacks. Children develop personal independent skills as, for example, they chop up their fruit and pour their own drinks. Children are physically active each day in the exceptionally well-planned garden.

### Outcomes for children are good

The outcomes for children's learning are strong because the childminder observes children, assesses their needs and successfully delivers the plans for their future progress. Children make typical or better than typical progress from their starting points.

## Setting details

<b>Unique reference number</b>	151024
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	836768
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 June 2009
<b>Telephone number</b>	

The childminder registered in 1996 and works with an assistant. She lives in a residential area of Stubbington, near Fareham, Hampshire. The childminder has a National Vocational Qualification at level 3. The childminder is open each weekday, all year round.

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