

Childminder Report

Inspection date

4 November 2015

Previous inspection date

27 September 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

- Children are happy and confident. They settle quickly and respond well to the warm and nurturing care that the childminder and her assistant provide.
- The childminder and her assistant consider children's individual interests and plan activities carefully. The childminder effectively monitors children's development, enabling them to make good progress. Communication and language, and social skills are promoted particularly well.
- Children develop a good awareness of a healthy lifestyle. They learn about healthy eating, good hygiene routines and develop their physical skills as they play.
- Continuity of care for the children is promoted through the positive relationships that the childminder forms with parents and childcare professionals.
- Careful and thorough self-evaluation leads to continuous improvements, which in turn have a positive impact on the opportunities children experience.
- The childminder and assistant enthusiastically undertake training and development opportunities. This has a positive impact on the quality of the provision offered.

It is not yet outstanding because:

- The childminder does not always gather the best possible information from parents about children's abilities when they start. This means that she has to rely more on her own observations to plan activities to extend their development.
- On occasions during some activities, the younger children sit in chairs for periods of time. This limits their ability to make choices and be more independent.

What the setting needs to do to improve further

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

- improve the quality of the information obtained from parents about children's abilities and development when they first join start to enable highly effective learning plans from the start
- improve opportunities for younger children to move freely between activities and make choices to encourage their developing independence.

Inspection activities

- The inspector toured the premises and viewed resources with the childminder.
- The inspector observed the children, assistant and childminder at play.
- The inspector examined records and documents provided by the childminder and read comments from parents.
- The inspector discussed the children's play with the childminder.
- 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 and her assistant have a clear understanding of the action they must take to report any child protection concerns. The childminder has addressed the recommendations raised at the last inspection well. For example, careful risk assessments mean that children experience a safe and well-organised environment. Parents are kept well-informed about their children's daily activities and developmental progress. They comment favourably on the massive progress they see their children make and the warm welcome they always receive. Effective partnerships with other early years professionals complement the quality of care that children receive.

Quality of teaching, learning and assessment is good

Careful observations of children enable the childminder to plan activities that encourage individual children's development. As a result, they make good progress. Communication and language is encouraged very effectively in a variety of ways. For example, all the children participate in singing action songs. They listen, watch and learn from each other as they join in with the words and actions. This encourages them to recall words and link words to the action. The childminder plans a varied day for the children. They undertake activities in the home and in the local community. For example, every child is enrolled in the library and can choose a book on their weekly visit to the library. Children achieve very well and have good fun.

Personal development, behaviour and welfare are good

Behaviour is good. The childminder and her assistant are calm, kind and consistent role models. They encourage children to learn and use good manners, to be kind and respect each other in their play. Children learn about behaviours that help keep them safe. For example, they learn about road safety on outings and how to use tools safely during some activities. The childminder recognises the individuality of each child. For example, she finds out familiar words a child uses at home to help her understand the child. The childminder takes care to promote equality and diversity in every aspect of the provision. She helps children understand and prepare for changes in their lives, including starting school. This helps children adapt quickly to new experiences or challenges.

Outcomes for children are good

The interesting experiences and activities that children enjoy enable them to develop a broad range of skills. This encourages their interests and curiosity, and prepares them well for the next stage in their learning and development.

Setting details

| | |
|------------------------------------|-------------------|
| Unique reference number | EY286031 |
| Local authority | Hampshire |
| Inspection number | 847279 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Age range of children | 0 - 5 |
| Total number of places | 12 |
| Number of children on roll | 10 |
| Name of provider | |
| Date of previous inspection | 27 September 2011 |
| Telephone number | |

The childminder was registered in 2004. She lives in Andover, Hampshire. The childminder works with an assistant. The childminder works Monday to Friday throughout the year. She receives government funding for free early years education for children aged two, three and four years. The childminder holds a level 3 childcare qualification.

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