

Childminder Report

Inspection date

5 November 2015

Previous inspection date

18 November 2009

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

- Since the last inspection, the childminder has continued to increase her professional development through training and independent research. This has helped her to maintain good standards and has had a positive effect on the learning experiences and care she continues to offer children.
- Overall, the childminder has a good understanding of how children learn and engages them through mostly effective interaction and purposeful play. She provides a stimulating environment for children to play in and they happily initiate their own learning.
- The childminder makes accurate assessments of children's progress and involves parents fully in the process. Children make good progress in their learning as a result.
- The childminder develops strong bonds with children and promotes their welfare and emotional development well; this helps prepare them very well for their future move to pre-school and school. She promotes children's physical needs and skills well.

It is not yet outstanding because:

- On occasions, children do not have enough time to immerse themselves completely in activities in order to explore freely and independently, to extend fully their learning.
- The childminder sometimes asks children questions in a way that does not encourage them to think and respond, to help extend their all-round learning and devolvement further.

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 explore resources and activities more freely and use their own ideas, to extend their exploration skills and think more deeply about how to do things
- consistently ask questions in a way that encourages children to think and respond, to extend their learning and development.

Inspection activities

- The inspector observed the childminder's interaction with children during activities; she looked at the range of toys, resources and equipment available for their use.
- The inspector talked with the childminder and the children.
- The inspector undertook a joint observation with the childminder.
- The inspector sampled a range of documentation, including records relating to children, safeguarding procedures and feedback from parents.
- The inspector had discussions with the childminder about her policies, procedures, methods of assessing and planning for children's learning, and how she works with her assistant, parents and other providers.

Inspector

Jacqueline Munden

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is clear and confident about the procedures to follow should she have a child protection concern. She ensures her assistant's suitability and supports them effectively to understand their role in safeguarding children. Overall, the childminder has made good progress in meeting the recommendation made at the last inspection. She now evaluates her provision, which helps her to identify areas for development. The childminder makes good use of training to help her support the individual needs of children, such as promoting their literacy skills. She engages parents well in this process, for example, by providing resources to help them extend their children's early reading skills at home.

Quality of teaching, learning and assessment is good

The childminder recognises the importance of helping children to develop strong communication and language skills. She talks to them at appropriate times as they play, describes what they do and uses words to extend their vocabulary well. This helps younger children to build sentences and means older children are confident and capable speakers. The childminder knows each child's level of development and uses their interests well to help plan a broad range of activities, which help them progress further. Children are keen to take part and develop good levels of concentration. The childminder helps children develop good early reading skills, for example as they sing songs and learn about rhymes. Older children are beginning to recognise letters in the print of books and read some two-letter words. The childminder extends children's mathematical skills well; for example, she helps them count and sort objects into colour groups.

Personal development, behaviour and welfare are good

The childminder supports children well as they settle and through changes in their lives. She works closely with parents to help children become independent and to manage their self-care and personal needs, such as toilet training. The childminder uses age-appropriate methods to help children to manage their feelings and behaviour. She teaches children to share, take turns and respect others. Children learn about the wider world, for example, as they play with toys and look at books that promote positive images of all people in society. Children develop good physical skills. They spend time playing outdoors every day, which helps them learn, for example, about healthy lifestyles.

Outcomes for children are good

All children make good ongoing progress in their learning and development, taking into account their starting points. They learn a wide range of skills needed for their future learning.

Setting details

Unique reference number	EY389821
Local authority	Hampshire
Inspection number	1024711
Type of provision	Childminder
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	18 November 2009
Telephone number	

The childminder registered in 2009. She lives Gosport, Hampshire. The childminder provides care weekdays for most of the year. She sometimes works with an assistant. The childminder holds a relevant early years qualification at level 3 and is accredited to receive government funding for the provision of free early education for children aged two, three and four years.

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