

Childminder Report

Inspection date

10 November 2015

Previous inspection date

24 February 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

- The childminder takes effective steps to increase her knowledge and skills and to evaluate her provision. This has helped her to maintain her good standards and to address the recommendations made at the last inspection.
- The childminder works closely with parents and others involved in children's care and learning, to help protect children and to meet their individual needs well.
- The childminder is sensitive to children's needs. She helps them to settle quickly and feel secure, which promotes their emotional well-being effectively.
- The childminder makes regular assessments of children's progress and, overall, plans well to help them make ongoing progress in their learning and development. Parents report they feel their children benefit from the outings the childminder takes them on.
- The childminder understands how to support children's learning, including those learning English as an additional language. Children develop good communication and language skills and most become confident and capable talkers.

It is not yet outstanding because:

- The childminder does not always plan how to extend some aspects of the older children's early mathematical skills, such as helping them to compare quantities.
- Young children do not always have enough opportunities to use their senses to explore and experiment with a wide range of materials.

What the setting needs to do to improve further

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

- develop further the planning of activities to extend all aspects of children's early mathematical skills
- increase opportunities for young children to explore and experiment with a wide range of materials, to extend their sensory experiences and find out about the world around them.

Inspection activities

- The inspector observed the childminder's interaction with children during activities; she also looked at the range of resources and equipment, and the spaces available.
- 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 and procedures. This included how she keeps children safe, methods of assessing and planning for children's progress, and self-evaluation.

Inspector

Jacqueline Munden

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps up to date with current guidance and legislation so she knows how to respond should she have a concern regarding a child in her care. The childminder meets with other childminders and actively seeks support from outside agencies. This has helped her to develop her understanding of the cycle of observation, assessment and planning. In addition, she has increased the range of activities she provides, including some that help to promote children's writing skills from an early age. For example, children squeeze pegs and clip them to the rim of a pot, which helps develop the muscles in their hands and their coordination. The childminder shows a positive approach to self-evaluation; for example she invites parents to complete questionnaires, to help her identify areas for further development.

Quality of teaching, learning and assessment is good

The childminder makes good use of carefully worded questions and conversations that prompt children to think and respond. For example, she encourages children to describe what colour pencils they are using and describes the movements they make, which helps to increase their vocabulary. The childminder supports children well as they count, for example, by pausing between numbers for children to say the next number. She engages older children well in discussions about words and sounds, promoting their early literacy skills. For example, she encourages them to listen carefully, to identify the beginning sounds of words and to recognise letters as they complete an alphabet puzzle.

Personal development, behaviour and welfare are good

Children can make independent choices of what to play with and learn to lead their own play and learning. For example, they are keen to sit at a low table, where they enjoy drawing. Children listen and respond well as the childminder helps them to understand what accepted behaviour is and to respect others. Children are cooperative; they help to tidy up and show kindness as they offer toys to each other. The childminder helps children learn about the wider world, for example as they play with toys that depict different people in society. The childminder promotes children's health and safety well, such as by talking about road safety and teaching them about effective hygiene routines.

Outcomes for children are good

All children develop a good range of skills that help them to be ready for the next stages in their learning. They are well prepared for when they move on to school.

Setting details

Unique reference number	110624
Local authority	Hampshire
Inspection number	845993
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	24 February 2011
Telephone number	

The childminder registered in 1993. She lives in Alresford, Hampshire. The childminder holds a relevant childcare qualification at level 3 and provides care all week for most of the year.

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