

# Childminder Report

**Inspection date**

17 November 2015

Previous inspection date

19 April 2010

<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 well cared for by the calm and sympathetic childminder. They show excitement and confidence, at times, during their fun playtimes with the childminder.
- The childminder observes children closely, assesses and monitors their learning needs and plans for their future progress using her good knowledge of child development.
- The childminder delivers well-planned teaching activities which positively benefit the children's development. For example, children were interested and involved when they listened to a new story and handled the soft-toy character from the book in their hands.
- Children enjoy making toy and play choices in the stimulating play space the childminder has organised for them. This helps to promote their personal independence.
- The childminder manages children's different ages and stages of behaviour with understanding and careful explanation. This encourages children to learn to respect others, to be kind and to develop a strong sense of right and wrong.

### It is not yet outstanding because:

- The childminder does not always fully encourage parents to share the progress check for two-year-old children with relevant professionals.
- There is less emphasis by the childminder on consistently promoting children's early writing skills.

## What the setting needs to do to improve further

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

- strengthen partnerships with parents and other professionals to ensure children make the best progress possible
- extend opportunities for children to develop early writing skills.

### 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 viewed written feedback from parents

### Inspector

Lorraine Wardlaw

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder's strong practice ensures all the legal requirements are met. She smoothly combines successful teaching with nurturing each child and good partnerships with parents. Safeguarding is effective. The childminder has a secure knowledge of the key issues in relation to child protection. The childminder evaluates the impact of her teaching, attends training, and reads guidance in early years to raise the quality of her practice. She is proactive in using her new knowledge gained to enhance her ways of working. For example, she makes rhymes more fun for children by having props to go with them. The childminder demonstrates a positive approach to working with new settings the children have very recently started to attend.

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

The childminder has a secure understanding of how young children learn and develop. Children benefit greatly from the childminder's good quality interaction and support. For example, she plays at their level, engaging them in purposeful conversation, introducing new vocabulary and explanations whenever possible. She asks many varied questions encouraging older children to think and gives them plenty of time to talk. The childminder provides opportunities for children to initiate their own play and extend their own ideas. For example at story time, they express themselves freely, and with imagination, pretending to be an elephant with a long trunk. Children learn good mathematical skills through the childminder's resources and the challenges she offers them, such as matching the magnetic numerals on display to their age. Some children become fully focused. For example, sat at a child-size table, they concentrate at length to complete many puzzles.

### Personal development, behaviour and welfare are good

Children are happy and settled during their time with the childminder because she takes the time to get to know the children and their families well. Relationships are strong at all levels because of the attentive care and support each child receives from the childminder. Detailed procedures are implemented effectively to successfully promote children's welfare. For example, the childminder monitors children's health and keeps records of accidents and existing injuries. The childminder minimises hazards to help keep children safe, such as making sure her garden pond cover is robust enough to take the weight of an adult. The childminder ensures the children go outside regularly, either in the garden or to the park, to reap the benefits of the fresh air and exercise. She meets the children's nutritional needs well working with parents, for example to provide a healthy lunch box.

### Outcomes for children are good

The outcomes for children's learning are good. As a result, children gain vital skills which will equip them for their future school life.

## Setting details

<b>Unique reference number</b>	111265
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	835878
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19 April 2010
<b>Telephone number</b>	

The childminder has been registered since 2000. She lives in Havant, Hampshire. The childminder works all year round, Monday to Friday.

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