

# Childminder Report

**Inspection date**

25 November 2015

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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, settled and form trusting relationships with the childminder. Their emotional well-being is met well.
- The childminder supports children who are learning English as an additional language very well. For example, she provides books and speaks fluently in home languages.
- The childminder provides a wide range of play experiences and activities that support children's learning and ensure they make good progress.
- The childminder knows the requirements and meets them well. She reads local authority publications to keep updated and welcomes advice and support from them. She provides good quality care and teaching and supports children's ongoing progress.
- The childminder fosters good relationships with parents and other professionals. A three-way flow of information sharing enables continuity of learning. This has a positive impact on children and helps the childminder to meet individual needs well.

### It is not yet outstanding because:

- Children do not always have enough opportunities to develop their early reading skills.
- Children do not always have enough opportunities to develop their mathematical understanding in daily routines.

## What the setting needs to do to improve further

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

- increase children's awareness of the use of familiar words, signs and symbols across all areas of the environment
- strengthen children's mathematical development by using everyday routines to consolidate and build on what they already know.

### Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector took account of parents' views in written testimonials.
- The inspector sampled a range of records, policies and procedures.
- The inspector viewed all the rooms children use.

### Inspector

Hazel Stuart-Buddery

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder knows the children well and understands how they prefer to learn. She uses observations effectively and plans a range of activities that meet individual needs, abilities and interests from the information gained. The childminder maintains development records that are detailed and accurately reflect children's progress in their learning. She summarises their achievements and quickly addresses any concerns. Safeguarding is effective. The childminder has attended training and updated her policies with recent government guidelines to protect children further. She identifies hazards and takes positive steps to minimise them to enable children to play in safe environments. Following evaluation of her practice, the childminder has made improvements to the way she records children's progress. This has had a positive impact on the learning experiences that she provides for the children. Parents have written testimonials that confirm they are happy with the services the childminder provides.

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

The childminder prepares children well for starting school. She provides activities and experiences that encourage children to share, be active and independent in their self-care needs. The childminder interacts well in children's play, asks questions that make them think, and encourages them to use their imagination. The childminder places a very good focus on supporting children's speech and language. For example, she encourages children to repeat words in their home language and English. Children listen carefully and get lots of praise as they repeat the words correctly. Children develop physical skills, when for instance, they thread small beads onto plastic string, and learn about shape and colour as they thread.

### Personal development, behaviour and welfare are good

The childminder knows the children and their families well. They talk about and draw pictures of their families as they play. Children feel safe and secure. They learn about sharing, taking turns and how to show consideration to others as they play. Children learn about healthy lifestyles. They go out daily for walks to get fresh air, exercise and learn more about the natural world. They enjoy healthy, home-cooked snacks and meals in line with dietary requirements. Children are confident and happily talk to visitors about what they are doing.

### Outcomes for children are good

Children make good progress in relation to their starting points. They show confidence, independence and are gaining skills ready for school. Children confidently name colours and shapes during activities. They are enthusiastic learners who respond well to the childminder's interaction, discussion and constant praise.

## Setting details

<b>Unique reference number</b>	EY462391
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	944009
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	3 - 7
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Fleet, Hampshire. The childminder operates Monday to Friday, all day, for most of the year.

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