

# Childminder Report

<b>Inspection date</b>	11 December 2015
Previous inspection date	21 January 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are happy and settled. The childminder is sensitive to children's individual needs and helps children of all ages to form strong emotional attachments.
- Children benefit enormously from access to a wide range of stimulating and interesting activities, and resources to help promote their active learning well.
- The childminder has a good understanding of child protection and safeguarding issues.
- Partnerships with parents are strong. The well-established two-way exchange of information between the childminder and parents helps to provide consistency for the children's care and development.
- The childminder assesses children's achievements and uses the information effectively to help her plan for the next steps in their learning. Children make good progress in their learning and development.
- Children develop good communication and social skills, which are supported well by the positive interaction from the childminder.

### It is not yet outstanding because:

- The childminder does not always make the best use of spontaneous opportunities to help support all children's independent learning.
- On occasion, the childminder misses opportunities to encourage children to develop their early literacy skills.

## What the setting needs to do to improve further

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

- make use of spontaneous learning opportunities to support children's independent learning further
- provide greater opportunities for children to develop their early literacy skills.

### Inspection activities

- The inspector observed activities and interaction between the childminder and the children during their play.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at documentation, including a sample of children's records, planning and assessment.
- The inspector looked at the systems used by the childminder to evaluate her provision, and comments from parents.

### Inspector

Dinah Round

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder completes risk assessments for her home and for any outings to help her identify and minimise hazards for children. She maintains the records required to help her support children's safety and welfare. The childminder has a positive attitude to the ongoing development of her provision. For example, she continues to update her skills and improve the play environment to offer children a greater range of learning experiences. The childminder uses effective systems to help her monitor children's progress. Parents have access to the information and the childminder encourages them to share their children's interests at home. Parents remark positively on how the childminder is supportive and works with them to enhance children's learning and development.

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

Children are keen and motivated to learn as they eagerly explore their environment. The childminder's positive interaction skilfully engages children in purposeful play activities. For example, children had great fun using various materials to create their own snowman pictures. Children were encouraged to make their own choices and design their snowman to foster their creativity effectively. The children enjoyed cuddling up to the childminder and sharing a book about a snowman. They confidently counted the number of eyes and buttons on the snowman. The childminder skilfully questions children to help to build on their developing vocabularies. For example, as children feel different textures she models the language, such as 'rough', 'smooth' and 'bumpy'. The childminder extends children's learning further, for instance, to help them understand about the different shapes and sizes.

### Personal development, behaviour and welfare are outstanding

The childminder works supportively with families to find out about each child's individual needs and routines. She fosters an excellent sense of security and emotional well-being for the children. For example, the childminder provides skilful support to help children increase confidence in their own abilities. Children benefit greatly from being able to freely choose their activities in the stimulating and nurturing environment. Children behave exceptionally well and are responsive to others. For example, they eagerly joined in tidying away the toys; and when they missed a toy, they rushed to put it in the storage container. Children play together very well and show consideration towards others. For instance, they politely ask for a turn to play with a popular toy and are happy to share with others. The childminder teaches children the importance of healthy routines to help them understand how to keep healthy.

### Outcomes for children are good

Children make good progress in their learning. The childminder teaches children essential skills to prepare them for the future and the move on to school.

## Setting details

<b>Unique reference number</b>	112601
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	846026
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21 January 2010
<b>Telephone number</b>	

The childminder registered in 1995. She lives in Eastleigh, Hampshire. The childminder has an early years qualification at level 3.

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