

# Childminder Report

**Inspection date**

2 February 2016

Previous inspection date

21 March 2011

<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

- The childminder has a good understanding about how children learn and provides a range of activities that motivate their play. Children are confident and inquisitive learners, and make good progress in their learning and development.
- Children thrive in the childminder's welcoming home. She is kind and highly attentive to children's care needs. Children develop excellent relationships with her, which support their emotional well-being exceptionally well.
- The childminder is particularly successful at offering opportunities for mathematical play. This helps children develop skills that prepare them well for their future learning and school readiness.
- The childminder has good relationships with other early years settings that children attend and promotes good continuation of care.

### It is not yet outstanding because:

- The childminder does not always make the best use of the information she gains from parents when children first start, to help her plan children's learning more accurately.
- Children do not always have enough opportunity to extend their knowledge of how to use technology.

## What the setting needs to do to improve further

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

- use the information gathered from parents to plan for children's learning needs from the very start
- build upon opportunities to teach children how to use information technology.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector took account of the views of parents, provided in writing on the day of the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector spoke the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability of the childminder, a selection of children's records and safeguarding procedures, and discussed her self-evaluation process.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good knowledge of how to meet learning and welfare requirements. Safeguarding is effective. The childminder attends regular training to keep her knowledge and skills up to date. She has effective policies and procedures to follow if she has concerns about children in her care. The childminder monitors the quality of her setting regularly and gains the views of parents and children. The childminder uses this information to make changes, which have a positive impact on outcomes for children. The childminder has made improvements to her provision since the last inspection. For instance, she has enhanced the range of toys and resources that teach children about the differences and similarities in the wider community.

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

The childminder has a good understanding about the children in her care. She gets to know children's individual interests well and provides challenging activities that she knows will interest children. For example, children enjoy being creative and develop good physical skills as they learn to use scissors independently. The childminder promotes children's language skills well. Children are confident in their communication with the childminder and use a wide range of vocabulary in their conversations. The childminder promotes children's mathematical skills well. For instance, she teaches children about different shapes as they experiment with magnets. The childminder makes regular observations and assessments of children's learning to monitor their progress. She shares this information with parents regularly, to promote learning at home.

### Personal development, behaviour and welfare are outstanding

Children thrive in the childminder's care. She values the individual choices of each child and responds rapidly to their interests and ideas. The childminder enthusiastically joins in with children's play and brings their ideas to life. She interacts very well with all children to keep them totally engaged in their learning. The childminder has built excellent relationships with other settings children attend, to support children's confident move to pre-schools. The childminder uses daily routines extremely well to promote children's independence skills. Children develop excellent self-care skills and are very confident when doing things for themselves. Parents speak highly of the childminder and value the high-quality care she provides. They say that she builds children's self-esteem and confidence exceptionally well and that children benefit from her excellent care.

### Outcomes for children are good

All children make good progress and learn important skills in preparation for school. For example, they recognise some letter sounds and learn to be independent when preparing their foods for snack time.

## Setting details

<b>Unique reference number</b>	EY347365
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1030829
<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>	1 - 4
<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>	21 March 2011
<b>Telephone number</b>	

The childminder registered in 2007 and lives in Aldershot, Hampshire. The childminder operates her service Monday to Friday from 7.30am to 6pm, for most of the year. The childminder receives funding for the provision of free education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

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