

# Childminder Report

<b>Inspection date</b>	11 February 2016
Previous inspection date	14 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 and children form exceptionally strong relationships and emotional bonds. This helps children feel extremely safe and secure in the childminder's care. They have high self-confidence and motivation. Their behaviour is exemplary.
- The childminder knows the children very well. She accurately observes and assesses what children can do, and plans activities to further support their learning. Children make good progress in their learning and development.
- Children enjoy exploring and playing with a wide range of resources, both inside and outside. The childminder organises the toys in an attractive and inviting manner.
- The childminder has built strong relationships with parents. She regularly shares information with parents about their children's learning and development.
- The childminder makes effective use of her written policies and procedures to keep children safe and promote their welfare.

### It is not yet outstanding because:

- The childminder has not fully developed systems for self-evaluation to help sustain, develop and improve her practice.
- The childminder has devised some strategies to help parents encourage their children's learning at home, but these are not all in operation yet.

## What the setting needs to do to improve further

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

- develop systems of self-evaluation to fully identify ways to develop and improve practice
- provide further support to parents to help them enhance their children's learning when at home.

### Inspection activities

- The inspector observed the children and childminder as they played, and spoke to them at appropriate times during the inspection.
- The inspector viewed areas of the house and garden used for childminding.
- The inspector discussed with the childminder her understanding of the requirements of the Early Years Foundation Stage.
- The inspector read parents' views, which were provided in writing on the day of inspection.
- The inspector sampled some relevant documentation such as the childminder's suitability, her self-evaluation and children's records.

**Inspector**  
Emma Dean

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder attends regular training and support sessions to ensure her practice is up to date. She uses her knowledge to effectively run her childminding setting. Safeguarding is effective. The childminder has a good understanding of how to keep children safe, and what action to take if she has any concerns. She provides a safe and secure environment for children to play in. Partnerships with parents, other early years settings and local schools are strong and contribute to consistency in learning.

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

The childminder skilfully uses her knowledge to support and extend children's learning. She supports children's language development well. For example, she clearly repeats back what children say and introduces new words to build their vocabulary. The childminder uses daily routines to teach children. For example, children count the number of breadsticks they have to eat, learning about numbers and quantity. The childminder promotes children's physical development well. For example, children enjoy physical challenges at local play parks, and scooping rice into containers. Children enjoy listening to stories. The childminder encourages children to choose stories that develop their knowledge and understanding. For example, children learn about frost and ice on a cold morning. Children begin to learn about other people and cultures from discussions and activities. For example, they talk about festivals from around the world and listen to music from different cultures.

### Personal development, behaviour and welfare are outstanding

The childminder is an excellent role model for children. She encourages children to become independent and manage their own safety. For example, children cut their own fruit up with knives at snack time. Children enjoy healthy snacks and meals. Children demonstrate very positive self-esteem and are extremely confident. For example, they see that they need to tidy away their toys before lunch and happily do so unprompted. The childminder offers children warm praise, for example, as they take turns when reading open-the-flap books and put out chairs for lunch. Children are very eager to engage with activities the childminder provides. For example, children all show high levels of curiosity at a table of sensory materials. The childminder has very high expectations for children. She gives children excellent explanations about the simple rules and boundaries.

### Outcomes for children are good

Children make good progress in their learning and development. They learn to be independent and sociable. They develop good manners, how to share and take turns. These skills are important for when children move on to school.

## Setting details

<b>Unique reference number</b>	EY268366
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	826670
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 February 2011
<b>Telephone number</b>	

The childminder registered in 2004 and lives in Fareham, Hampshire. She offers care from Monday to Friday, all year round, from 7am to 6pm. The childminder is qualified to level 3. She receives funding for free early years education for children aged two, three and four years.

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