

Childminder Report

Inspection date

15 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 confident and increasingly independent. They learn how to share, take turns and consider the needs of others, and form strong relationships with other children and the childminder.
- The childminder has a good understanding of children's individual interests, stage of development and learning preferences. She adapts her approach well to help ensure children are challenged, supported and keen to learn. This helps all children to make good progress.
- The childminder monitors safety well and teaches children strategies to help them learn how to keep themselves safe.
- The childminder reflects on her provision well. She makes effective use of ideas she gains through training to improve learning opportunities and outcomes for all children.

It is not yet outstanding because:

- The childminder does not establish fully effective links with other settings children also attend, to help promote consistency when supporting children's learning.
- Although the childminder communicates with parents frequently to reassure them of their children's well-being, she does not always share enough information about children's learning and next steps to fully encourage their involvement at home.

What the setting needs to do to improve further

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

- build on links with other settings that children also attend, to further promote consistency when supporting their learning and development
- provide parents with more detailed information about children's progress and next steps, to encourage them to be more involved in children's learning at home.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation and a sample of other documentation, including policies and procedures.
- The inspector took account of the childminder's self-evaluation and written feedback from parents.

Inspector

Samantha Powis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of what to do if she has a concern about the welfare of a child in her care. She supervises children well and provides a safe and secure environment where they can play freely. The childminder observes children closely during their play to monitor their progress. She uses her good knowledge of how children learn to successfully adapt her interactions. The childminder is keen to continue to improve the service she offers to children. For example, after completing training on outdoor play, she has made changes to the outdoor play space which enables children to access this area more frequently. This reflects children's individual learning preferences so they enjoy their learning and benefit greatly from their play.

Quality of teaching, learning and assessment is good

The childminder is actively involved in children's learning. She gets down on the floor with them, engaging them in conversations and discussions as they play. She provides a good range of exciting learning opportunities that extend children's development. This helps all children to make good progress. For example, as children help to make cakes, they compare weights using the balance scales. The childminder skilfully adapts her questioning to provide good levels of challenge for the different ages of children taking part. Younger children help to count the number of spoons of flour they use and older children consider how many grams of flour they need for the recipe, introducing them to larger numbers and simple calculation.

Personal development, behaviour and welfare are good

Children behave well. They understand the childminder's clear and consistent expectations, and respond well to her praise and encouragement. For example, as children share and take turns with the construction toys, the childminder helps them to learn how to negotiate and play fairly, and thanks them for working well together. The childminder frequently talks to children about safety to increase their understanding of how to keep safe. For example, as they use the toy train set, they discuss a level-crossing in the village and talk about how to stay safe on outings in their own community. The childminder teaches children to develop the skills that they need to adopt healthy lifestyles. For example, she provides healthy snacks and meals each day and children follow good hygiene practices.

Outcomes for children are good

Children are increasingly independent, preparing them well for the next stage in their learning. For example, they make decisions about how and where they play, and learn to manage their personal care needs, such as putting on their boots and coats before going outside to play.

Setting details

Unique reference number	EY460966
Local authority	Hampshire
Inspection number	940276
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2013. She lives in the Marchwood area of Hampshire. The childminder provides care for children Monday to Friday, all year around.

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