

# Childminder Report

**Inspection date**

15 February 2016

Previous inspection date

20 March 2009

<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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

**This provision is good**

- The childminder has a good understanding of the requirements of her registration. She creates a stimulating, safe and secure environment, where children make good developmental progress.
- The childminder enables children to independently play with a wealth of interesting resources in the home and garden, to increase their interests and skills.
- The childminder encourages parents to share information and keeps them well informed about their children's activities and progress. Good working relationships are also in place with other adults who are involved in children's care, which promotes continuity in children's care and learning.
- The childminder is a warm, nurturing role model who has clear and consistent behavioural expectations. Children show that they feel secure and behave well.
- The childminder teaches children about good hygiene routines, healthy eating and about behaviours that help to keep them safe. Children learn to use knives properly to cut their food and to walk when they are indoors to prevent accidents.

**It is not yet outstanding because:**

- Sometimes the childminder does not fully use mathematical language in her conversations with the children as they play, for example, to help them learn about capacity.
- The childminder does not always make good use of opportunities to extend children's interest in the natural environment, to fully develop their understanding of the world.

## What the setting needs to do to improve further

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

- improve the opportunities for children to hear and use mathematical language in their play, to develop this area of their learning further
- develop further the use of the opportunities that arise to encourage children's knowledge and interest in the natural world around them.

### Inspection activities

- The inspector toured the premises and viewed resources with the childminder.
- The inspector observed the children and childminder at play.
- The inspector discussed the children's activities with the childminder
- The inspector read comments from parents, to take their views into account.
- The inspector examined records and documents provided by the childminder.

### Inspector

Lynne Lewington

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder provides a well-organised childminding service. She is knowledgeable and has high expectations of the children in her care. She seeks the views of parents and observes the children closely to help her evaluate and develop the quality of her provision. The childminder constantly develops her knowledge and keeps up to date with current early years information to improve children's experiences. Children enjoy a very broad variety of experiences and activities that help to encourage their development and prepare them for the next stages in their learning. Safeguarding is effective. The childminder ensures children can play in a safe environment and knows what action to take if she is concerned about the welfare of a child.

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

Good care is taken by the childminder to gather important information about children's development when they join the setting. This helps her to monitor the progress children make so that she can plan for the next steps in their learning from the start. The childminder promotes each area of learning well and her teaching skills are effective. She knows what individual children like and ensures the resources and experiences are available to extend their interests. Her careful questioning helps the children to develop their ideas and extend their play. Children develop good social skills as they enjoy meeting other adults and children on their outings in the local community.

### Personal development, behaviour and welfare are good

Children settle quickly and show that they feel confident and secure with the childminder. She encourages them to listen attentively to her and their playmates. The childminder encourages children to learn to look after the resources and children help to tidy away their toys when they have finished playing. They respond positively to the childminder and her expectations. In partnership with parents, the childminder effectively helps children to adapt to changes in their lives.

### Outcomes for children are good

Children make good developmental progress from their starting points. They enjoy sitting close to the childminder; for example, as they listen to a story. They enjoy holding the characters and props from the story and talking about what is happening. Children learn how to manage risks, including through their activities. Children are developing the skills and knowledge needed to help them become ready for the next stages of their learning.

## Setting details

<b>Unique reference number</b>	112354
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	835898
<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>	3 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 March 2009
<b>Telephone number</b>	

The childminder registered in 1989. She lives in Shirrell Heath, Hampshire. The childminder works Monday to Thursday, from 8am to 5.30pm, for most of the year.

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