

Childminder Report

Inspection date

24 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

- The childminder successfully strives to provide a high-quality provision. She develops her knowledge and understanding continually, to improve her teaching skills and benefit the children.
- Parents are kept very well informed about their children's progress. The childminder regularly provides them with ideas to encourage children's next developmental steps.
- The childminder effectively encourages children to behave well. Children learn about the house rules, how to behave towards others and how to behave in ways that help to keep them safe.
- The childminder provides a nurturing and stimulating environment where children can easily choose from a variety of interesting, age-appropriate toys. Children enjoy a broad variety of activities that help them to make good progress across all areas of learning.
- The childminder encourages children to become independent, to help build their self-confidence and self-esteem in preparation for the next stages in their learning.

It is not yet outstanding because:

- Professional relationships are not yet fully developed with some adults who share the care and education of the children, to fully promote children's learning needs and readiness for school.
- The childminder does not take all opportunities to introduce size, shape and position in her conversations with children, to fully promote their early mathematical skills.

What the setting needs to do to improve further

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

- develop further the professional relationships with other professionals, in order to help prepare children for starting school
- include more language about size, position and shape in conversations with children, to extend their mathematical understanding.

Inspection activities

- The inspector toured the premises and viewed resources with the childminder.
- The inspector observed the children and childminder at play.
- The inspector examined records and documents provided by the childminder.
- The inspector read comments from parents about the provision.
- The inspector discussed self-evaluation with the childminder.

Inspector

Lynne Lewington

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects on her work well and seeks the views of parents, children and professionals to inform her self-evaluation. She provides a broad variety of age-appropriate and interesting activities and experiences for children. She monitors children's development carefully and effectively involves parents in this process, to help children achieve well. Equality and diversity are woven through all aspects of the childminder's service. Safeguarding is effective. All aspects of safeguarding are implemented effectively. The childminder knows what action to take if she is concerned about the welfare of a child.

Quality of teaching, learning and assessment is good

The childminder encourages parents to share developmental information about their children from the start. This helps her to continue to effectively teach children and encourage them to progress. The childminder knows how to inspire and encourage children's interests and imaginations. For example, children demonstrate their increasing creativity as they enjoy decorating a large cardboard box. They climb in and out, and pretend that it is a car and then a den. They experiment together as they squash in side by side and try to lie down inside the box. The childminder asks questions to encourage children's ideas and provides a commentary to their actions to encourage their communication and language skills.

Personal development, behaviour and welfare are good

Children play in a warm, clean and comfortable environment. They can easily access the toys and equipment and play safely both indoors and in the garden. Children learn to share, take turns and be kind to each other as they play; good manners are encouraged. The childminder is a kind and patient role model. Children gradually develop their personal independence with kind guidance and supervision. They know the familiar routines and this helps them to feel safe and secure in the childminder's care. Children begin to develop an awareness of a healthy lifestyle through the daily routines, which include physical activities and regular mealtimes.

Outcomes for children are good

The variety of experiences and activities that children undertake with the childminder help them to develop well across each area of learning. Children enjoy many activities, including in the local community where they meet other adults and children. They develop good social skills and learn about the roles that people play in the wider world. Overall, children are well prepared for the next stages in their development.

Setting details

Unique reference number	EY458370
Local authority	Hampshire
Inspection number	935953
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2013. She lives in Bordon, Hampshire. The childminding provision is open Monday to Friday from 8am to 6pm all year round, except for family holidays agreed in advance.

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