

# Childminder Report

**Inspection date**

8 January 2016

Previous inspection date

3 February 2010

<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

- Children demonstrate that they enjoy their time in the childminder's home. They form strong bonds with the childminder and with each other, which supports their emotional development effectively.
- The quality of the teaching is good and children make good progress in their learning and development. The childminder provides children with a wide range of toys and resources that children can choose from independently, which motivates their play and learning.
- The childminder and her assistants have clear expectations of children's behaviour. They are good role models and teach children routines that help them to behave well.
- The childminder develops good relationships with parents, who speak highly of her. Her communication with them ensures that she involves them fully in their children's learning.
- The childminder is evaluative and reflects on how she can improve her setting. This has a positive impact on outcomes for children.

### It is not yet outstanding because:

- The childminder does not always consider how children can independently lead their creative play, to fully develop their thinking skills and develop their own ideas and skills.
- The childminder has not fully developed her links with other settings that children attend, to keep them fully informed of their progress.

## What the setting needs to do to improve further

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

- review opportunities for children to express themselves freely during creative activities to allow them to express their own ideas
- extend the range of information shared with other early years settings children attend to routinely include details on children's learning and development.

### Inspection activities

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

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of the statutory requirements and has policies and procedures that underpin her good practice. The childminder is qualified in early years, and uses her knowledge and experience to promote children's learning and development well. Safeguarding is effective. The childminder and her assistants keep their safeguarding knowledge up to date. They know what action to take if they have concerns about the welfare of a child. The childminder ensures that supervision and training are in place to support and promote the skills of her assistants, to improve teaching further. The childminder uses her self-evaluation to guide improvement and to identify areas for future progress effectively.

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

The childminder places a strong focus on children's learning. She engages children in activities and uses opportunities to extend their learning well. For example, children enjoy listening to stories and talk about what might happen next. The childminder and her assistants promote children's mathematical skills well. Children confidently learn to count, and recognise colours and shapes in activities. Younger children develop good communication and language skills, and are confident when talking to adults and each other. The childminder regularly observes and monitors children's learning and the progress that they make. She plans for their future learning well. Older children develop skills that prepare them for their move to school. For instance, they learn to find their names on their pegs when putting away their belongings.

### Personal development, behaviour and welfare are good

Children are very happy and confident in the childminder's welcoming home. The childminder and her assistants are attentive to children's individual needs, responding warmly to them, to support their emotional well-being. Children develop good behaviours towards each other, to build upon their cooperative play. They learn about the wider community through resources and activities that teach them about the differences and similarities between themselves and others. The childminder promotes children's good health and well-being through a range of activities. For example, children enjoy playing outside and develop good physical skills as they choose toys that promote their active play. Children enjoy being independent; the childminder uses daily routines that support their self-care skills, to ensure children are ready for their move to school.

### Outcomes for children are good

All children make progress that is appropriate for their age. Children develop good self-esteem and are keen to learn. This means that they are prepared well for their next stage in learning.

## Setting details

<b>Unique reference number</b>	EY362739
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	828856
<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>	2 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	3 February 2010
<b>Telephone number</b>	

The childminder registered in 2007. She lives in Waterlooville, Hampshire. The childminder works with two assistants. The childminder operates her service Monday to Friday from 8am 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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