

# Childminder Report

**Inspection date**

10 March 2016

Previous inspection date

14 July 2010

<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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are very happy and form a strong bond with the childminder. They develop strong social skills, helping them to build good relationships with their friends.
- Children make good progress. The childminder interacts well with children during their play to provide good levels of challenge and support to extend their skills.
- The childminder is committed to improving her practice. She attends training and links closely with other childcare professionals to increase her skills and knowledge of how to support individual children's learning needs.
- The childminder provides children with a wide range of exciting activities and learning experiences both in her home and in the local community. They are motivated and keen to learn.
- The play environment is welcoming and enables children to access a good range of toys and equipment. Children have many opportunities to make choices in what they play with, increasing their independence.

### It is not yet outstanding because:

- Procedures for tracking children's progress are not sufficiently well established to help the childminder promptly identify when a child may need additional support for a specific aspect of their learning.
- The childminder does not always share detailed information about children's learning with other settings children also attend.

## What the setting needs to do to improve further

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

- extend monitoring systems to help track children's progress even more accurately
- establish stronger links with other settings children also attend, to further promote consistency when supporting their learning.

### 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

The childminder is proactive in extending her skills to improve outcomes for children. For example, after attending training, she made changes to her monitoring systems and the resources she provides to better support the needs of individual children. The childminder gains feedback from parents and children to help her identify and make improvements. Safeguarding is effective. The childminder has a good understanding of child protection procedures. She understands behaviours that may cause concern and the procedures she must follow to help ensure prompt action is taken to help keep children safe. The childminder makes observations of children's learning as they play, providing her with an understanding of their stage of development and next steps. She has recently introduced a procedure for tracking children's ongoing progress more closely.

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

The childminder interacts well with children, asking questions and introducing new vocabulary which helps to extend their learning and skills. The childminder supports children's language and mathematical skills well, and encourages children to experiment and explore. For example, children measure the outlines of their bodies drawn on a large sheet of paper. They engage in discussions as they mix different coloured paints to represent the clothes they are wearing and use tape measures to compare who is the tallest. Children are keen to learn. The childminder reflects children's interests and learning styles well in the activities she offers. For example, children make dens and sit inside these to read books and sing songs. She raises children's awareness of letter sounds and rhyming words as they read, helping to support their literacy skills.

### Personal development, behaviour and welfare are good

Children settle well in the childminder's home. They develop a strong sense of belonging and feel very much part of a group. For example, they talk about the many photos the childminder displays of all the minded children engaging in activities, often recalling their own experiences. The childminder supports children well to gain independence and offers them lots of praise and encouragement. They learn to manage their personal care needs well, helping to prepare them for the next stage in their learning. Children learn to behave well and use good manners. They are respectful and learn to value each other. They access toys and activities that help them to learn about the wider world, such as using Chinese writing symbols when talking about Chinese New Year celebrations.

### Outcomes for children are good

Children make good progress and enjoy learning. They are very confident and inquisitive about how things work. For example, they take part in experiments to find out about the properties of ice. They are well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	111320
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	824965
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 July 2010
<b>Telephone number</b>	

The childminder registered in 1997. She lives in the village of Hedge End, near Southampton, Hampshire. She provides care for children on Monday to Friday, all year round. The childminder accepts government funding for children aged two, three and four years.

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