

Childminder Report

Inspection date

13 April 2016

Previous inspection date

28 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 are happy and keen to attend. They form strong emotional bonds with the childminder. They feel safe and secure in her care.
- The quality of teaching is good. The childminder plans activities which are enjoyable and build on the next steps in children's learning. Children make good progress and are well prepared for the next stage in their education.
- Partnerships with parents and with other settings children attend are effective. The childminder works closely with parents and other settings to promote a shared approach to supporting children's learning.
- Children receive lots of encouragement and praise. They develop good levels of confidence and behave well. They develop their independence and make choices in their play.
- The childminder evaluates her practice regularly and gathers feedback from parents and children. She uses the information gained to continually improve the quality of children's care and learning.

It is not yet outstanding because:

- The childminder occasionally misses opportunities to help extend children's mathematical understanding further, such as about space, shape and size.
- Children are not always given enough opportunities to develop their interest and understanding of how things work.

What the setting needs to do to improve further

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

- provide more opportunities for children to further develop their mathematical understanding, such as about space, shape and size
- extend opportunities for children to explore and investigate how things work.

Inspection activities

- The inspector observed the children during their play and in their interactions with the childminder.
- The inspector sampled the childminder's documentation and children's records.
- The inspector viewed all areas of the home used for childminding.
- The inspector and childminder discussed teaching and its impact on children's learning.
- The inspector spoke with the childminder about how she plans for children's learning and how she works with parents and others.

Inspector

Eileen Chadwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of child protection and knows what to do if she has concerns about a child's welfare and development. She ensures her premises are safe and children are fully supervised. The childminder understands how children learn and regularly updates her skills. For example, she uses the knowledge she gains from other professionals, attending courses and reading childcare publications to improve her teaching and outcomes for children. The childminder tracks children's progress to monitor their development. She uses observations to make accurate assessments of children's progress and to identify and close any gaps in their learning quickly. Since the last inspection, the childminder has successfully introduced next steps in children's learning to support her planning.

Quality of teaching, learning and assessment is good

The childminder provides a welcoming, stimulating environment. She provides children with a wide range of good-quality toys and resources that are based on their stage of development. She helps children develop their physical skills and their hand-to-eye coordination effectively. For example, children use a variety of materials to explore texture and create marks, such as with paint and brushes. The childminder sensitively joins in children's play and extends their learning through her positive interactions. She strongly focuses on developing children's communication and language skills. For example, the childminder uses questioning effectively and matches these to each child's level of understanding, and successfully extends their vocabulary.

Personal development, behaviour and welfare are good

The childminder forms warm and caring relationships with the children. They feel at home and move around with confidence. The childminder has clear expectations of children, which helps to promote their positive behaviour. Children are polite and have good manners. They play together cooperatively and learn to share their toys. Children learn to value the differences between people. For example, they meet others in the community through outings to toddler groups and events at the local library. Children have frequent opportunities to spend time outdoors and take part in regular exercise, which promotes their good health and well-being.

Outcomes for children are good

Children make good progress in their learning and gain the skills required for their eventual move to school. They enjoy their learning and take part in their play and activities with enthusiasm. Children develop their early literacy and language skills securely. For example, they enjoy singing songs and listening to stories. Children learn about numbers and counting well, such as when they count-out grapes for their snack.

Setting details

Unique reference number	112232
Local authority	Hampshire
Inspection number	846020
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	28 February 2011
Telephone number	

The childminder registered in 1994. She lives in Church Crookham, near Fleet in Hampshire. The childminder provides care from 7.30am to 6pm, Monday to Friday, for most of the year, except for family holidays. She holds a relevant early years qualification at level 3.

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