

# Childminder Report

**Inspection date**

9 May 2016

Previous inspection date

8 April 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 works hard to develop and improve her practice. She attends training, such as a course about children's differing learning styles. This has helped her to improve her observations and be more aware of how and what children learn.
- The childminder supports children's emotional development particularly well. She builds warm and trusting relationships with them that support children to feel safe and secure.
- Children make good progress in their learning and participate in a broad range of activities tailored to their individual needs and interests.
- The childminder communicates effectively with other early years settings that the children attend, to work together to promote children's learning consistently.

### It is not yet outstanding because:

- Although the childminder provides a welcoming and generally well-resourced outdoor area, there are fewer opportunities for those children who prefer to learn outdoors to be creative.
- The childminder does not always gather sufficient information from parents about what their children can do when they initially start with her, to better inform the planning process.

## What the setting needs to do to improve further

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

- continue to develop the outdoor area to enable those children who prefer to learn outdoors to be more creative
- strengthen the information gathered from parents when children first start, to find about children's achievements at home, to better inform the early planning process.

### Inspection activities

- The inspector observed the childminder and the children.
- The inspector spoke to the childminder and the children at appropriate times.
- The inspector reviewed a sample of documentation, including self-evaluation documents and children's learning records.
- The inspector spoke to parents to gain their views.

### Inspector

Lorraine Sparey

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder uses good methods to monitor and evaluate her provision. For example, she uses a reflective diary and shares good practice with other childminders to enable her to make continuous improvements. Safeguarding is effective. The childminder implements good procedures to keep her knowledge updated, so she is able to respond to any concerns about children's welfare quickly and effectively. The childminder builds good relationships with parents and involves them in their children's ongoing learning well.

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

The childminder provides a good range of resources and different learning opportunities linked to the children's interests. She uses effective questioning to extend their learning. For example, as children explore 'treasure', the childminder asks them to find different coloured items. She talks to them about the colours and children explore the different shapes, which promotes their mathematical development well. The childminder provides good opportunities and encourages children well to make choices. Indoors, children experiment at playing different roles, such as being a chef or pretending they are hairdressers. The childminder uses her observations and assessments effectively to monitor progress and plan for the next steps in their learning.

### Personal development, behaviour and welfare are good

The childminder shows a genuine interest in what children say and do, and they have strong bonds with her. She encourages them well to try new experiences when they are out in the community, socialising with children of similar ages. For example, they attend baby yoga where they exercise, develop their muscles and good coordination. Children's behaviour is good. They know and understand the childminder's boundaries and expectations. Children show high confidence and feel safe as they move around the play areas choosing what they would like to play with.

### Outcomes for children are good

Children are motivated in their learning. They are keen to use their imagination and talk confidently about their play, sharing their thoughts and ideas with others. For example, children pretend to have a tea party with dolls and make 'chocolate ice cream'. They play well with others and have good social skills. Children dress themselves and gain the skills they need for their future learning and the move to school.

## Setting details

<b>Unique reference number</b>	111913
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	846013
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 April 2009
<b>Telephone number</b>	

The childminder registered in 1991 and lives in Fareham, Hampshire. She operates her service from Monday to Thursday, all year round.

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