

Childminder Report

Inspection date

6 April 2016

Previous inspection date

9 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The quality of teaching is good. The childminder takes care to create a stimulating learning environment. She focuses strongly on developing children's communication and language skills. For example, she constantly engages them in conversation and extends their vocabulary.
- Children are happy and demonstrate a strong sense of security within the welcoming environment. They form close bonds with the childminder and flourish in her care.
- The childminder has a good understanding of how children learn and develop. She uses her observations and assessments well to plan for children's future learning. Children enjoy well-planned experiences that help them make good progress.
- Partnerships with parents are good. They are kept well informed about their children's progress in their learning and development. They are very happy with the service that the childminder provides.
- The childminder evaluates her provision well. She continually reviews her practice and identifies areas to improve that help support children's care and learning further.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to promote children's early understanding of sounds and letters fully.
- The childminder does not consistently promote opportunities for children to make independent choices across all areas of the environment.

What the setting needs to do to improve further

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

- develop further opportunities for children to increase their understanding of sounds and letters
- increase opportunities for children to make independent choices about their play across all areas of the environment.

Inspection activities

- The inspector observed activities inside the home and outside in the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector and childminder discussed teaching and its impact on children's learning.
- The inspector spoke to some parents and took account of parents' views through the written documentation they had provided.
- The inspector looked at a selection of the childminder's documentation, including suitability checks and records of children's learning.

Inspector

Eileen Chadwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder promotes children's welfare very well. She is aware of the action to take and who to contact if she has any concerns about a child's well-being. She checks her home carefully and removes hazards before children arrive each day. Children receive good support to help them identify potential risks and play safely. For example, they learn to tidy toys away so they play in an uncluttered, safe environment. The childminder understands the importance of working with parents and other early years settings that children attend to help ensure a consistent approach. She updates her skills well to improve outcomes for children. For example, she uses the knowledge well that she gains from other professionals, attending courses and reading childcare publications.

Quality of teaching, learning and assessment is good

The childminder securely establishes children's starting points before they attend. This helps her to plan good-quality learning experiences that build on their previous learning. She observes children while they play and assesses their development and progress. She plans activities to extend their knowledge and close any gaps in their learning. The childminder sensitively joins in with children's play to support and encourage them. For example she develops their understanding of mathematical shapes and space as they create toy train tracks. Overall, the childminder ensures children can easily access the wide range of exciting resources to support their interests and play ideas.

Personal development, behaviour and welfare are good

Children clearly enjoy spending time with the childminder, which successfully reinforces their sense of well-being and readiness to learn. She encourages their good behaviour and social skills well; for instance, children are polite, helpful and considerate. They develop confidence in meeting new people and learn about different backgrounds and cultures. For example, they visit groups in the wider community where they learn to build relationships with others. The childminder provides nutritious food and teaches children the importance of following healthy lifestyles. For example, they follow good hygiene routines and have opportunities for fresh air, such as from outdoor play and visits to local parks.

Outcomes for children are good

Children are enthusiastic and confident learners. They make good progress in all areas and gain the skills required for their eventual move to school. Children have good communication and language skills. They develop a keen interest in books to encourage their early reading development. Children develop their ability to count well.

Setting details

Unique reference number	112750
Local authority	Hampshire
Inspection number	825003
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	9 March 2011
Telephone number	

The childminder registered in 1999. She lives in Whitehill, near Bordon, Hampshire. She provides care from 7.30am to 6pm, Monday to Friday, for most of the year except for family holidays. She holds an appropriate level 3 early years qualification.

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Piccadilly Gate
Store St
Manchester
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