

# Childminder Report

**Inspection date**

15 June 2016

Previous inspection date

4 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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's behaviour is good. They are polite and well mannered. The childminder is a very good role model and offers praise and encouragement to children as they play.
- The childminder is particularly skilled in supporting children's language and communication. For example, she follows children's lead in conversation and asks well-timed questions.
- The childminder has made significant improvements since her previous inspection. For example, she attends training and talks with other childminders to build on her good knowledge of the early years foundation stage.
- The childminder has successfully addressed the actions and recommendations raised at the last inspection, to improve the outcomes for children.

### It is not yet outstanding because:

- The childminder's procedures for tracking children's progress are not always sharply focused to help her identify when a child may need further support for a specific aspect of their learning.
- Children do not always have opportunities to extend their understanding of how to follow a healthy lifestyle.

## 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 precisely
- use every opportunity to help children learn about the importance of eating healthy foods.

### Inspection activities

- The inspector spoke to the childminder and engaged with the children at appropriate times during the inspection.
- The inspector observed the childminder's interactions with children.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector viewed the spaces, toys and equipment used for childminding purposes, indoors and outdoors.
- The inspector looked at a range of documentation including policies and children's development records.

### Inspector

Hazel Farrant

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder provides a warm and stimulating environment for children to explore, build on experiences and make good progress. She knows the children very well and caters for their individual needs. Safeguarding is effective. The childminder is vigilant about children's safety at all times. Children learn how to keep themselves safe. For example, the childminder teaches them how to use play equipment correctly and increases their awareness about their own and other children's safety. The childminder demonstrates a thorough understanding of child protection issues and procedures and ensures that parents know about her responsibilities.

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

The childminder enthusiastically involves herself in children's play and encourages them to work things out for themselves. Children are willing to participate in the activities on offer and demonstrate high levels of self-esteem. Partnerships with parents are good. Parents provide key information about children's interests and what they enjoy doing at home. Parents receive regular information from the childminder, which positively supports continuity of learning and welfare. Parents' comments read during the inspection detail their happiness with the childcare that their children receive. Comments include, 'the childminder provides a warm, safe environment for the children, so they feel her house is their home from home'. The childminder successfully completes progress checks for two-year-old children to help her to identify if a child needs more support to reach predicted levels in their development.

### Personal development, behaviour and welfare are good

The childminder supports children in developing good social skills and respecting each other's ideas. For example, regular visits to community groups help to support children in developing a greater understanding of other people, communities and backgrounds. Visits to organised groups also offer children different types of play opportunities where they access a range of other toys and equipment.

### Outcomes for children are good

Children make good progress. They develop key skills to support them to become confident, motivated learners. They are well prepared for the next steps in learning and their move on to school. Children set their own challenges such as building their own house using furniture and blankets. Children are extremely happy and form secure emotional bonds with the childminder and her family and with each other. Children's literacy skills are well supported and they show a love of favourite story books, which they help themselves to, independently. They talk about the characters in the books and enthusiastically predict what happens on the next page.

## Setting details

<b>Unique reference number</b>	EY336813
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1048956
<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>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	4 September 2014
<b>Telephone number</b>	

The childminder registered in 2006 and lives in Yateley, Hampshire. The childminder operates her service from 7am until 6pm each weekday, all year round. The childminder holds a relevant childcare qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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