

Childminder Report

Inspection date

19 July 2016

Previous inspection date

8 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 personal, social and emotional development is supported very well. Children are confident, independent and sensitive to the needs of their friends.
- The childminder provides a wide range of enjoyable activities for the children that reflect their interests and learning needs well. Children are busy and make good progress in all areas of learning, based on their starting points.
- The childminder is very sensitive to children's individual needs. She adapts her practice well so that all children feel valued and included.
- The childminder demonstrates a commitment to professional development, and increases her skills to improve the quality of teaching. Good improvements have been made since her last inspection to help her provide better support for children's learning.
- Children respond well to the childminder's enthusiastic and sensitive involvement in their play. They are happy and feel safe and secure in her care.

It is not yet outstanding because:

- Procedures for tracking children's progress do not always help to quickly identify when a child may need additional support for a specific aspect of their learning.
- The childminder sometimes misses opportunities to extend children's mathematical skills during activities, for example, their understanding of measurement and capacity.

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
- provide more opportunities for children to extend their mathematical awareness during their play.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector looked at children's records, planning, 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 frequently reflects on her practice and also attends regular training opportunities to help support children's needs. For example, training completed since her last inspection has helped her improve the quality of teaching. The childminder demonstrates a clear understanding of how each child prefers to learn and adapts her provision well to support their individual learning needs. Safeguarding is effective. The childminder has a good understanding of child protection procedures. She provides guidance and support for her assistants, helping to ensure they are clear on their roles and responsibilities. The childminder regularly shares information with parents and also encourages them to borrow resources. This helps to involve parents well in children's learning. She engages with other settings children attend, to help provide consistency.

Quality of teaching, learning and assessment is good

Children are very happy and confident to explore the interesting learning environment. The childminder has a good understanding of what children need to learn next. She plans activities that capture children's interest and generally challenge them well. The childminder chats to children as they play to support their language development. She encourages them to solve problems; for example, children work together as they work out different ways of stopping the water from escaping from the back of the toy truck.

Personal development, behaviour and welfare are good

The childminder offers children lots of support and reassurance to help them feel safe and secure. Children are very confident due to the high levels of praise she offers. The childminder establishes clear guidelines for behaviour and teaches children good manners, helping children to learn to be polite. Children are taught skills to negotiate, helping them to share and play fairly together. Children regularly attend group activities with her to help them extend their social skills. The childminder prioritises safety and provides a good level of supervision at all times. She helps children learn about keeping healthy through routines and discussions. For example, they know to wear sunglasses, hats and sun cream and have regular drinks when playing outdoors.

Outcomes for children are good

Children make good progress from their starting points. They are very confident and gain increasing independence when managing their personal care needs. They develop good relationships with their friends as they understand about feelings and how to respect the needs of others. They enjoy books and begin to learn letter shapes and sounds, for example, when they use electronic books. Children extend their early writing skills when they make marks and patterns with chalks outside. Children are well prepared for the next stage in their learning, such as school.

Setting details

Unique reference number	EY452102
Local authority	Hampshire
Inspection number	1049724
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	10
Name of registered person	
Date of previous inspection	8 May 2013
Telephone number	

The childminder registered in 2012. She lives in the Chandlers Ford area of Eastleigh, Hampshire. She provides care for children from Monday to Friday throughout the year. The childminder receives funding to provide free early education for children aged two, three and four years. She sometimes works with an assistant.

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