

# Childminder Report

**Inspection date**

22 July 2016

Previous inspection date

29 April 2015

<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 make good progress. The childminder provides a well-resourced and interesting environment. Children engage in a wealth of activities which support their learning and development.
- Children settle very well under the childminder's sensitive and attentive care. They show high levels of confidence and are secure and happy. They behave well and demonstrate kindness to others, listen and share resources.
- Children are confident communicators. The childminder routinely initiates discussion and introduces new words to help build on their developing vocabularies.
- The childminder has a good understanding of her responsibilities. She uses robust assessments to keep children safe in her home and garden, and on outings.
- The childminder evaluates the quality of her practice accurately and takes effective steps to develop it. She has a strong drive to continuously improve. She has worked well to make improvements since her previous inspection.

### It is not yet outstanding because:

- The childminder sometimes misses opportunities to fully stimulate children's early understanding of the relationship between letters and the sounds they make.
- Older children do not always have enough opportunities to choose activities to support the development of their writing skills.

## What the setting needs to do to improve further

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

- develop more opportunities for children to increase their understanding of sounds and letters
- strengthen opportunities for older children to extend their early writing skills.

### Inspection activities

- The inspector observed the childminder interacting with children in her home and garden.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector sampled a range of documentation and checked evidence of the childminder's safeguarding knowledge.
- The inspector took account of parents' views.

### Inspector

Eileen Chadwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a firm knowledge and understanding of her role in keeping children safe. She is aware of how to identify and report any safeguarding concerns. She makes good use of training opportunities to raise the quality of her teaching. For example, she has used her new knowledge to deepen opportunities for children to develop their scientific thinking. She makes good use of detailed information from parents to accurately assess children's starting points. She works effectively with parents and other early years professionals. She enables good levels of continuity in children's learning.

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

The childminder assesses children's needs and achievements accurately. She makes good use of this information to build on their skills to help them reach the next steps in their learning. The childminder helps the children to develop their speaking, listening and thinking skills well. She matches her speech and questioning to each child's level of understanding. For example, when making pizzas with young children, she repeats words clearly to help them to learn new vocabulary as they choose different pizza toppings. Older children deepen their thinking when, for example, together with the childminder, they eagerly observe and talk about the changes in cheese after cooking.

### Personal development, behaviour and welfare are good

Children build strong relationships with the childminder. They are provided with warmth and affection. The childminder is a good role model who supports kind and respectful behaviour. Children's transitions between home, the childminder's care and nursery are well managed. Children develop their independence well. They make choices and decisions about what they want to do and where they want to play. Children enjoy regular opportunities for physical exercise in the fresh air, such as in the childminder's garden and at local parks. They learn about the importance of a healthy diet.

### Outcomes for children are good

Children make good progress. They develop good skills and attitudes to support their future learning and readiness for school. Children happily engage in activities. They enjoy mark making and follow their own ideas when painting and model making. They learn to use small tools carefully and with skill, such as when cutting up vegetables for their pizza toppings with safety knives. Children develop an interest in books, for example through very regular visits to the library. They learn to count and recognise numbers and different shapes effectively. Children are very curious. They have a good knowledge of the world around them; for example, they know many products that are made from milk.

## Setting details

<b>Unique reference number</b>	111821
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1054724
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	29 April 2015
<b>Telephone number</b>	

The childminder registered in 1999. She lives in Gosport, Hampshire. She provides care from 7.30am to 6pm on Monday to Friday, all year round, except for bank holidays and family holidays. She holds a relevant early years qualification to level 3.

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