

# Childminder Report

<b>Inspection date</b>	12 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 behave well. They quickly learn to share, take turns and consider the views, thoughts and ideas of others. The childminder praises children constantly for their achievements, which helps to support their self-esteem and emotional well-being.
- Partnerships with parents are good and they feel involved in their children's care. The childminder shares information with them frequently to help keep them up to date with their children's progress and achievements.
- Children are happy, content and quickly settle. They have good relationships with the childminder and each other.
- Children make good progress. The childminder has high expectations for herself and for the children in her care. She plans activities carefully around their interests, which helps children to become independent and interested learners.
- The childminder continually reflects on and updates her professional development and practice. She makes the most of training opportunities, which help her to improve her knowledge and skills, and benefit the children in her care.

### It is not yet outstanding because:

- The childminder does not make the most of all opportunities to fully extend children's learning.
- Children do not have a wide range of opportunities to develop their awareness of the differences between themselves and others.

## What the setting needs to do to improve further

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

- make the most of all opportunities to extend children's learning further
- develop further children's understanding and awareness of the differences and similarities between themselves and others.

### Inspection activities

- The inspector observed activities indoors and outdoors, and held discussions with the childminder regarding children's progress in their learning and development.
- The inspector sampled documentation, including children's records and evidence of the childminder's suitability check.
- The inspector took account of the views and comments of parents.
- The inspector held a discussion with the childminder and spoke with children during the inspection.
- The inspector and the childminder discussed self-evaluation and the areas identified for improvement.

### Inspector

Gwendolyn Andrews

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her role to protect children. She understands what to do should she have any concerns about a child in her care. The childminder has effective risk assessment procedures, which help her to identify and minimise any hazards to children. Self-evaluation procedures are thorough. For example, she has good relationships with other professionals and seeks their feedback to help her evaluate her practice. In addition, the childminder gives parents questionnaires and regularly talks to them. She uses the information to help her identify aspects of her practice to improve.

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

Children have many opportunities to explore and investigate independently and together. For example, the childminder provides them with large story characters, which children use to become fully involved in stories. Children confidently use their communication and language skills to recall and talk about the different characters. The childminder has an effective observation and assessment system. She identifies gaps in children's learning quickly and plans additional support to help them catch up. The childminder helps children to develop their hand-to-eye coordination and small-muscle skills. For example, she gives them tweezers, which they use to pick up and sort objects.

### Personal development, behaviour and welfare are good

Children are confident and learn how to manage their behaviour. For example, the childminder uses a mirror and a feelings board to help children explore what different emotions are. Children learn about staying safe and manage risks. For example, they go for walks around the local community and learn about road safety. Children enjoy being outside and make good use of the resources the childminder provides. For example, they investigate the natural environment using magnifying glasses trying to find bugs and insects. The childminder understands the importance of preparing children for the next stage in their learning and the eventual move to school. She has links with other settings that children attend and schools. The childminder shares information with them and talks to the children to help them prepare for the change.

### Outcomes for children are good

Children make good progress in relation to their starting points. They are eager to explore, investigate and persevere in activities that interest them. Children learn to manage their own personal care needs and quickly become independent. They develop good social skills and are confident communicators. For example, they freely share their thoughts and ideas with the childminder and each other.

## Setting details

<b>Unique reference number</b>	EY480012
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	984325
<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>	3 - 6
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2014. She lives in Basingstoke, Hampshire. The childminder provides care during term time only from 7.30am to 5.30pm on Monday to Friday. She holds an appropriate childcare qualification.

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