

# Childminder Report

<b>Inspection date</b>	16 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 make good progress. The childminder has a good understanding of how to observe, assess and monitor children's play and achievements. She provides children with a wide range of activities that motivates, engages and interests them in their learning.
- Partnerships with parents are good. The childminder gathers information about what they can do when they start. She uses her observations to help plan for the next steps in their learning and share this with parents.
- Children develop good communication and language skills. The childminder joins in with children's play and provides opportunities to help children practise speaking and listening to each other.
- The childminder thinks carefully about what she provides indoors and outside. For example, she plans visits into the local community to help the children have a broader range of experiences.

### It is not yet outstanding because:

- The childminder does not focus on professional development opportunities precisely enough to develop and extend her knowledge to improve her practice.
- The childminder does not consistently help children learn how to manage their own behaviour.

## What the setting needs to do to improve further

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

- consider and build on additional ways to extend knowledge and skills and develop the already good practices further
- develop further the consistency of explanations to help children learn how to manage their own behaviour and what is expected of them.

### Inspection activities

- The inspector took account of the parents' written praise and spoke to available parents.
- The inspector observed and assessed the quality of teaching and learning.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector looked at documentation, including children's records, training certificates and the childminder's self-evaluation form.
- The inspector toured the premises.

### Inspector

Heather Rushton

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands the procedures to follow to report any concerns about children's welfare. This helps to keep children safe and well. The childminder has good links with professionals, such as health visitors, which enables her to seek support and guidance when required. For example, she uses her good knowledge of child development to identify areas of children's progress where they need extra help to catch up. The childminder reflects on her practice to help her identify some aspects of her provision to develop further. For example, she works with local childminders to share ideas. She has links with local schools, which helps her to prepare children for their move.

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

Children help themselves to resources that support their development well. They know what they would like to play with. Other children join in and they play together. For example, the children fill bags with toys and resources to take to school. They talk about and choose the best place for the school to be. Children confidently follow their own interests. For example, children choose books and when the story is being read other children join in and share their experiences to extend the description of the pictures. The childminder provides group activities that the children enjoy. They sing and move to well-known action rhymes and songs. For instance, children jump, stomp and roar.

### Personal development, behaviour and welfare are good

Children have strong emotional bonds with the childminder. They are very happy and smile, laugh and respond well to her praise. The childminder responds quickly to children's needs, such as giving them cuddles when they become upset and suggests new things to do. For example, offering children the opportunity to practise their early writing skills and draw. The childminder builds on home routines to provide a very positive experience for children and parents. They learn the importance of following good hygiene practices and wash their hands before eating. The outside area is stimulating and offers a broad range of activities to help support and extend children's learning.

### Outcomes for children are good

All children learn a wide range of skills to prepare them for the next stage in their learning. They make good levels of progress in relation to their individual starting points. Children are confident, interested and excited. They enjoy taking part in games and activities together. Children are keen to develop their skills and increase their independence. For example, they learn how to hold scissors to cut materials, such as paper.

## Setting details

<b>Unique reference number</b>	EY483869
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	998878
<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 - 2
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<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 Farnborough, Hampshire. The childminder holds a relevant childcare qualification.

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