

Childminder Report

Inspection date

27 September 2016

Previous inspection date

7 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Since the last inspection, the childminder has built on her knowledge and skills, for example, through training and reading about child development. This has had a positive impact on children's learning experiences and care.
- The childminder has a good understanding of how children learn and she engages them well through effective interactions and purposeful play.
- The childminder makes accurate ongoing assessments of children's progress and involves parents fully in the process. She provides a broad range of activities that build on children's knowledge and help them make good progress in their learning.
- The childminder supports children's welfare and emotional development well. Children are confident and motivated to learn. They are well prepared for their future move to pre-school and school.
- The childminder supports children's physical needs and skills well.
- The childminder provides a safe and stimulating environment for children to play in that is free from risks.

It is not yet outstanding because:

- At times, during some planned activities, the childminder does not recognise when to encourage children to explore how to do things freely and independently.
- The childminder does not make the best possible use of all areas of the environment to support children's learning, particularly for those who prefer to be outside.

What the setting needs to do to improve further

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

- extend opportunities for children to freely explore resources and activities, and use their own ideas to support their learning and investigation skills
- improve the use of all areas of the environment to support all children's learning, particularly for those who prefer to be outside.

Inspection activities

- The inspector took account of parents' comments within documentation presented by the childminder.
- The inspector spoke to the childminder and the children throughout the inspection.
- The inspector looked at relevant documentation, including policies and evidence of the childminder's training.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.

Inspector

Julie Dale

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder regularly updates her knowledge of identifying possible concerns and the correct procedures to follow if she is worried about a child's welfare and safety. The childminder uses self-evaluation well to help her identify ways to improve outcomes for children. She makes good use of the skills and knowledge she has to support the specific needs of children. For example, she uses resources such as story sacks and provides books for parents. This helps to encourage children's interest in reading and supports parents to extend children's learning at home. The childminder works well with other settings that children attend, such as sharing detail about children's achievements and development. This helps to provide a consistent approach to children's learning.

Quality of teaching, learning and assessment is good

The childminder helps children to develop strong communication and language skills. For example, she talks to them at appropriate times as they play, describes what they do and asks questions that encourage children to think and respond. The childminder effectively helps children develop the skills they need for writing. For example, she provides a variety of natural materials for children to handle. These help young children to gain control of their hands, and older children to master precise movements and hand-to-eye coordination. Children remain focused and interested for long periods. They are confident and keen to take part in activities. The childminder uses effective methods to teach children to count and to recognise numbers as they play, such as by singing number songs and action rhymes. The childminder carefully monitors children's progress to help her focus on any learning gaps.

Personal development, behaviour and welfare are good

The childminder provides a welcoming home and is sensitive to all children's needs. She supports children well through any changes in their lives. Children are settled and secure. The childminder works closely with parents to help children become independent and to manage their personal care needs, such as toilet training. The childminder teaches children to manage their feelings and behaviour. For example, they learn to share, take turns and respect others. Children learn about the wider world, for instance, as they play with toys and look at books that provide positive images of people's differences.

Outcomes for children are good

Children make good progress in their learning and development from their starting points. They learn many important skills they need for their future learning. Young children are becoming confident speakers, for instance, as they repeat words and are building sentences. Older children are capable talkers and can express themselves well.

Setting details

Unique reference number	EY463022
Local authority	Hampshire
Inspection number	1057941
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	5
Name of registered person	
Date of previous inspection	7 July 2015
Telephone number	

The childminder registered in 2013. She works with another childminder, in Gosport, Hampshire. The childminder holds a relevant qualification at level 3. She receives funding to provide free early education for children aged two, three and four years. She works Monday to Friday, throughout the year.

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