

Childminder Report

Inspection date

25 October 2016

Previous inspection date

9 November 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

- The childminder has taken positive action since the last inspection to improve the quality of the provision. She has updated her knowledge and skills to enable her to deal with first aid emergencies.
- 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 toys and activities that motivate and engage their interest. Children make good progress.
- Children settle quickly and build strong relationships with the childminder. The childminder is attentive to children's individual needs, joins in with their play and carries out care routines well.
- Partnerships with parents are good. The childminder gathers information about children's development and care when they start. She uses her observations to help plan for children's learning aims and shares these with parents.

It is not yet outstanding because:

- Occasionally, the younger children lose interest in adult-led activities and move on to freely chosen play.
- The childminder's links with other providers who also care for and educate the children are not fully established.

What the setting needs to do to improve further

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

- evaluate and enhance the quality of adult-led teaching to enable even better learning outcomes for children, particularly the younger children
- establish links with other providers the children attend as quickly as possible after they commence at the new setting, to share information on children's progress.

Inspection activities

- The inspector observed children's play activities and the childminder's interactions with them.
- The inspector undertook a joint observation with the childminder.
- The inspector held discussions with the childminder about the children and looked at their learning records.
- The inspector sampled some safeguarding and leadership documentation.
- The inspector sampled written feedback from parents.

Inspector

Loraine Wardlaw

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to support children's welfare, including protecting them from extreme views. She is alert to signs that may show a child is at risk of harm, including attendance patterns, and knows what to do if she has a safeguarding concern. She encourages children to think about their own safety. The well-qualified childminder is proactive in developing her knowledge, for example, she attends professional networking groups. She uses her new knowledge to help improve her practice and refresh her understanding of child development. She tracks children's progress accurately to ensure her teaching is responsive to each child.

Quality of teaching, learning and assessment is good

The childminder supports and teaches children well through purposeful play and the daily routine. She understands each child's interests and development, and provides stimulating activities and experiences to match their needs. For example, young children lie on the floor and play with small toys and technology. Children show motivation and enjoyment in their play. They talk excitedly when choosing musical instruments and take part in action songs and rhymes. Older children show good focus, attention and literacy skills. The childminder is careful to support children's mathematical skills. For example, she encourages children to recognise numbers, to count and problem solve by saying one more than a given number.

Personal development, behaviour and welfare are good

Children are happy and secure. They behave well and learn boundaries from the clear guidance offered by the childminder. Children benefit from the praise and encouragement they receive from the childminder. This helps to boost their confidence and helps them to feel good about themselves. The childminder focuses on helping children to be physically active each day, with regular use of the outdoor community environment. Children gain daily exercise in the fresh air. The childminder closely follows children's sleep routines to ensure their physical growth and development. For example, after enjoying a healthy and sociable snack time, one-year-olds are put in their cot with their comforter for a nap. They swiftly go off to sleep, feeling content and satisfied.

Outcomes for children are good

Children are inspired and enthusiastic learners who are curious and imaginative in their play. Older children are confident in leading their own play, such as when they give the finger puppets to the childminder and visitors, talking excitedly and imaginatively about the characters. They use a range of varied vocabulary and talk about their growing projects, showing good speaking skills. Children develop strong levels of personal independence, and gain good skills in readiness for school.

Setting details

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|------------------------------------|---|
| Unique reference number | 112714 |
| Local authority | Hampshire |
| Inspection number | 1057423 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of registered person | |
| Date of previous inspection | 9 November 2015 |
| Telephone number | |

The childminder registered in 1991. She lives in Hiltingbury, near Eastleigh, Hampshire. Access to the home is via two steps. The childminder provides care on weekdays for most of the year. She holds a relevant qualification at level 3 and receives government funding for the provision of free early education for children aged two, three and four years.

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