

Childminder Report

Inspection date	14 November 2016
Previous inspection date	14 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 understands her strengths and areas to improve. She makes effective use of her self-evaluation procedures to help raise outcomes for children. For example, she attends relevant training to support the development of speech and language for all children.
- Children are independent, happy and have positive relationships with the childminder and each other. This helps to support their emotional well-being. They confidently lead their own play, choosing resources from the good range the childminder provides.
- Children make good progress. The childminder uses her assessments to help her plan activities that support children's next steps in their learning and interest them. For example, children use puppets to retell the story of a caterpillar that grows into a beautiful butterfly.
- Parents are fully involved in their children's care, learning and development. For example, they receive regular updates of what their children have done during the day.
- The childminder works closely with the local schools and teachers. This helps her to prepare children for the next stage in their learning.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to develop effective partnerships with other settings that children attend.

What the setting needs to do to improve further

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

- build further on opportunities to work in partnership with other settings that children attend to provide greater continuity in their learning and development.

Inspection activities

- The inspector observed the children at play and talked with the children about their activities.
- The inspector held discussions with the childminder in relation to observing a group learning activity and assessed the children's progress.
- The inspector looked at a range of documentation, including certificates, children's records and the childminder's self-evaluation form.
- The inspector took account of parents' written views.
- The inspector observed the children outside.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

The childminder has high expectations and uses her experience and knowledge of child development well to help plan exciting activities. For example, she provides nature treasure hunts and encourages children to explore using all their senses. The childminder gently guides them to find hidden objects, such as conkers, pine cones and dried orange slices. She provides a broad range of activities to help children to learn to write. For instance, children enjoy using their fingers to make marks and form the letters of their name in foam. Safeguarding is effective. The childminder understands the signs that would cause her to be concerned about children's welfare or safety. She knows where to go if she needs additional help. The childminder meets up with other childminders on a regular basis. This helps her, for example, to share ideas and good practice and provides children with opportunities to develop their social skills.

Quality of teaching, learning and assessment is good

The childminder makes the most of every activity with children. For example, older children choose the songs they will sing. The childminder makes sure that all the children have a turn to choose their favourite song and to learn new ones. Children chat freely and encourage the other children to join in with their instruments. The childminder listens carefully to the children and builds on their interests. For example, she helps them to count and match the right number of objects to the corresponding number.

Personal development, behaviour and welfare are good

The childminder provides the children with well-thought-out experiences that they enjoy. For example, they listen to stories and fetch the items from the book in a shopping trolley. Children behave well and remember their manners. For instance, while they are waiting for their snack, they remind each other to say 'thank you'. Children listen and help each other to succeed. They fetch pens, paper and stickers to create drawings and they talk about their work, which helps to develop their pictures even further. The childminder teaches children to take turns and learn to be patient and wait. Children are confident and have trusting relationships with the childminder.

Outcomes for children are good

Children make expected levels of progress for their ages and stages of development. They enjoy listening to stories and taking part in music and craft activities. Children are imaginative; they chat and plan games and activities between themselves. For example, they confidently lead their own play and decide whether they want to play indoors or in the garden. Children develop good physical skills, for example, they run, jump and catch balls. They are prepared for their next steps in their learning.

Setting details

Unique reference number	113102
Local authority	Hampshire
Inspection number	1061224
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	14 February 2013
Telephone number	

The childminder registered in 1998. She lives in Popley, Basingstoke, Hampshire. The childminder provides care from Monday to Friday, 7.15am to 6pm, all year round.

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