

# Childminder Report

**Inspection date**

16 November 2016

Previous inspection date

30 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 considers the needs of all parents and children; she asks for their ideas and reflects on the best way to improve. For example, she evaluated that children enjoy reading but it was not easy for all ages to use the book area. She altered the book areas so they are comfortable and accessible for all ages.
- All children have good relationships with the childminder and enjoy interacting with her. She encourages children to ask her questions and she responds to them enthusiastically. Children are happy to talk to the childminder about activities they take part in with their families.
- The childminder understands the interests of children and she teaches enjoyable and stimulating activities to engage them in learning. For example, children discussed a nature hunt they would be taking part in and where they would find the animals and bugs. They are excited to share their knowledge.
- Children are very sociable, they enjoy working with others and make good progress. They adapt well and older children are ready for the challenge of moving to school.

### It is not yet outstanding because:

- At times the childminder misses opportunities to develop children's greater levels of independence.
- Children do not have sufficient opportunities to experiment and use their different senses to enhance their learning.

## What the setting needs to do to improve further

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

- encourage children to have greater levels of independence to aid their learning
- offer children even greater opportunities to engage their senses during their play and activities.

### Inspection activities

- The inspector observed the childminder interacting with children in all areas of the home.
- The inspector spoke to children about their experiences in the setting and read documents from parents to gauge their views.
- The inspector viewed policies and discussed procedures the childminder follows to protect children from harm.
- The inspector read learning documents and spoke to the childminder about children's next steps.

### Inspector

Julie Bruce

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder monitors children's learning and development very well. She has formed good relationships with parents and staff at other settings children attend. The childminder works closely with them to strengthen any weaker areas of learning. She is continually looking for new ways to enhance her understanding of the early years. For example, she seeks advice from others and accesses training resources. She carefully considers how she can use her new knowledge to improve children's experiences. For instance, recently she learned how she could refine and improve children's learning environment. She made changes to increase their comfort levels and make the areas more open for children who wanted to sit and work. Safeguarding is effective. The childminder has a secure knowledge of child protection and the various procedures she would follow in order to keep children safe.

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

Since the last inspection the childminder has successfully worked on the recommendation to firmly establish children's starting points. She assesses children regularly and it is easy to track the good progress they are making. The childminder fully involves parents in the assessment process and she discusses how she will help them move on. The childminder encourages children to use mathematics when appropriate. For example, they counted items during play and talked about how objects looked like different numbers. The childminder supports all children to use their voices and to freely use their growing imaginations. For instance, children made lots of noise using everyday objects as musical instruments and they responded to the sounds other children were making.

### Personal development, behaviour and welfare are good

The childminder teaches children how to look after their own bodies and stay healthy. For example, children discussed nutritious foods and have access to resources that require them to move their whole bodies. Children display good behaviour, they listen to instructions and are caring and considerate towards their friends. The childminder is kind to all children and she listens to their opinions. They feel secure to raise questions and give their point of view. When children require additional reassurance the childminder is quick to respond. For instance, she gives them hugs and make sure that they sleep for the appropriate length of time.

### Outcomes for children are good

Children acquire skills that will be useful when they move to a school environment. For example, they can identify letters, numbers and learn to count beyond 10. Children are confident to talk to others and make new friends. They are ready to move on to the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY461272
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1063461
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 October 2013
<b>Telephone number</b>	

The childminder registered in 2013. The provision is situated in the Fareham area of Hampshire. She operates her service for most of the year on Monday to Friday between the hours of 8am and 6pm.

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