

Childminder Report

Inspection date

24 November 2016

Previous inspection date

16 December 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

- Children are happy, settled and very content with the childminder. They form strong bonds with her, and she supports their emotional development well.
- The childminder makes good use of regular assessments to monitor children's progress. Parents are fully involved in, and well informed about their children's learning and development. The childminder plans interesting experiences that help extend and challenge children's learning. Children make good progress from their starting points.
- The childminder has good partnerships with other settings. Communication is effective between all those who care for children. For example, children receive high levels of consistency in their care and support for their progress.
- The childminder helps children learn effectively about personal safety such as through simple rules and boundaries. She has high expectations for children's conduct and they behave well in her care.

It is not yet outstanding because:

- At times, the childminder misses opportunities to extend children's personal understanding of good hygiene.
- The childminder has not fully identified and implemented a precisely targeted plan for her continuous professional development, and ongoing improvements to her practice, to raise the high quality of provision to outstanding.

What the setting needs to do to improve further

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

- make the most of opportunities for children to learn about the importance of good hygiene routines to support their health and well-being
- refine the way in which evaluation is used to target professional development and continuously raise the quality of teaching to the highest levels.

Inspection activities

- The inspector observed the childminder and children as they played, and spoke to them at appropriate times during the inspection.
- The inspector held discussions with the childminder in relation to the observations of children's play, learning and development.
- The inspector viewed areas of the house and garden used for childminding.
- The inspector sampled relevant documentation including background suitability checks, children's records and a selection of written policies.
- The inspector took note of parents' written views.

Inspector

Emma Dean

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is knowledgeable about child protection, and makes good use of her policies and procedures to help keep children safe. For example, parents are quickly informed of any changes to policies to support children's welfare. The childminder uses thorough risk assessments to help her identify and minimise hazards effectively. The childminder seeks views from parents who use her childminding service to help her evaluate her practice effectively. Parents report that they are very happy with the service they receive.

Quality of teaching, learning and assessment is good

The childminder knows children well. She seeks useful information from parents before children start in her care. This knowledge helps her to plan varied and challenging activities for each child. For example, the youngest children enjoy exploring natural materials to find out about their differences. The childminder makes plans to extend children's experiences that support their learning and development well. For example, children have the opportunity to play with rice and explore paint. The childminder makes good use of opportunities to encourage early mathematical language. For example, as children explore paint she describes size and shape. The childminder supports children's communication development well. For example, she describes children's play clearly and introduces new words as they play.

Personal development, behaviour and welfare are good

The childminder provides a stimulating environment and a good range of accessible resources. For example, children and babies can easily choose and reach what they wish to play with, which helps to support their early independence well. The childminder increases children's confidence, for example, through praise and her reassuring presence. The childminder works well with parents, who provide nutritious meals for their children. Children enjoy a range of outings such as to the local woods with space for energetic play. They attend local groups, for example, where children have good opportunities to learn about the wider community and to socialise.

Outcomes for children are good

Children are well prepared for the next stage of their education. They learn to use good manners. They learn about practical routines such as tidying-up toys from the floor. Children learn about taking turns, for instance, when they turn the pages in books and roll cotton reels across the floor. Overall, children learn to manage their personal care well, for example, as they put on their own coats. Children learn some letters and numbers, and recognise the letters in their names.

Setting details

Unique reference number	113232
Local authority	Hampshire
Inspection number	1061225
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	16 December 2013
Telephone number	

The childminder registered in 1994. She lives in Stubbington, Hampshire. The childminder provides care Monday to Thursday from 7am to 5.30pm, during school terms. She holds an early years qualification at level 3.

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Piccadilly Gate
Store St
Manchester
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