

Childminder Report

Inspection date

28 November 2016

Previous inspection date

3 April 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 provides a stimulating and welcoming environment. She plans activities well to help support children's interests. Children make good progress from their starting points.
- The childminder supports children well. For example, she works closely with parents to exchange information about children's care and achievements each day to help provide a consistent approach.
- The childminder helps children to develop a good understanding of how to stay safe and healthy. For example, she talks to children about the need to put toys away to help prevent them tripping up.
- The childminder uses her policies, procedures and risk assessments well to help support and protect children's health, safety and well-being.
- The childminder reflects on her practice to help her identify her strengths and weaknesses. She takes positive steps to develop and improve her provision.

It is not yet outstanding because:

- The childminder does not provide children with a wide range of opportunities to help them develop their independence skills.
- The childminder does not consistently make the most of opportunities for children to develop their mathematical understanding, skills and language fully.

What the setting needs to do to improve further

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

- provide a wider range of opportunities for children to extend their independence skills
- increase the opportunities for children to develop their mathematical understanding and language further.

Inspection activities

- The inspector conducted a tour of the premises during the inspection.
- The inspector had a discussion with the childminder and the children.
- The inspector looked at a range of relevant documentation relating to safeguarding, policies and procedures, and children's learning and development.
- The inspector observed children during play and activities.

Inspector

Vanessa Dooley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has recently completed child protection training and has a good awareness of the local procedures to follow if she has concerns about a child's welfare. She regularly risk assesses her home and garden to help keep children safe. The childminder carefully monitors children's progress, which helps her to adapt her practice and planning, where necessary, to meet their development needs and interests. She works well with other settings that children attend, which helps to provide a consistent approach to their care and learning. The childminder seeks the opinions of the parents and children to help her evaluate her service, and she develops her knowledge and skills. For example, she uses information from the internet and meets up with other childminders to discuss practice and share ideas.

Quality of teaching, learning and assessment is good

The childminder provides good quality, tailored activities for children, who are eager to learn. For example, children enjoyed making Christmas tree decorations. They used their fine motor skills effectively to create their masterpiece. The childminder continuously encourages young children to develop their language. For example, she introduces new words such as 'sparkly' to encourage children to use a range of vocabulary to describe the effect of the water on large stones in the garden. She listens very carefully to children and skilfully extends activities to help them achieve the next steps in their learning.

Personal development, behaviour and welfare are good

Children form strong emotional bonds with the childminder. They are secure in the warm and welcoming environment. The childminder acts as a good role model for children. She offers children gentle guidance and praise and builds on their confidence effectively. For example, she celebrates their achievements, which helps children to build their self-esteem. Children respond positively to the childminder and behave well. The childminder encourages children's good health. For example, she provides daily opportunities for children to play outside. They enjoy regular outings to local amenities, such as the country park where they have fun practising their physical skills.

Outcomes for children are good

Children are curious, motivated and keen to explore the wide range of attractive activities. For example they discover textures and patterns while rubbing crayons on paper over objects. Children show an increasing ability to concentrate at chosen activities. They are proud of their accomplishments and develop a good range of skills to prepare them for school. Children enjoy their learning and have fun exploring and investigating for themselves.

Setting details

| | |
|------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | 111552 |
| Local authority | Hampshire |
| Inspection number | 1061210 |
| 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 | 5 |
| Name of registered person | |
| Date of previous inspection | 3 April 2013 |
| Telephone number | |

The childminder registered in 1986. She lives in Boyatt Wood, Eastleigh, Hampshire. The childminder provides care Monday to Friday from 7.30am to 6pm.

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