

# Childminder Report

<b>Inspection date</b>	10 January 2017
Previous inspection date	21 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 encourages children to be independent and do things for themselves from a young age. For example, they learn to make choices and dress and wash themselves as part of early preparation for school.
- Children receive lots of praise from the childminder. They respond positively, behave well and gain in confidence.
- The childminder builds a strong relationship with children, which helps them to feel safe and secure.
- Children enjoy a good range of age-appropriate activities that helps them to learn and make good progress.
- The childminder uses self-evaluation effectively to identify how to improve her practice. For instance, she has reviewed how she assesses what children already know and can do to help her plan more suitably challenging activities.

### It is not yet outstanding because:

- The childminder sometimes interrupts children's play to introduce a different activity when they are focused and exploring their own ideas.
- The childminder does not consistently share what she has identified for children's individual next steps in learning with parents to allow them to be even more involved in children's learning at home.

## What the setting needs to do to improve further

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

- provide more opportunities for children to explore their own ideas and interests without interruption
- give parents more information about the next steps identified for their children's learning to enable them to build on them at home.

### Inspection activities

- The inspector observed the childminder and children during play and evaluated an activity with the childminder.
- The inspector discussed the childminder's self-evaluation process and plans for improvement.
- The inspector viewed all areas of the home used by children.
- The inspector viewed documentation, including children's records and policies.

### Inspector

Jill Steer

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has improved her knowledge of protecting children with safeguarding training. She fully understands the latest guidance and knows the signs that a child may be at risk, and what to do if she has concerns. The childminder keeps abreast of early years news and any changes to guidance. She uses the internet for research and discusses best practice with other childminders. The childminder knows the value to children's care of good partnership working. She works with other professionals, such as health visitors, to support the children and families.

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

The childminder is a very supportive teacher. She demonstrates the best way for children to do things, such as using two hands to press hard on the rolling pin. The childminder supports children's language development well, including any whose first language is not English. For example, she describes what they are doing and uses letter sounds, such as 's, s, s, s, star', to help children pronounce words correctly. The childminder instils a love of books in children from a very young age. She reads to them frequently in cosy companionship, talking about the colourful and textured pictures. The childminder is skilled at supporting children's mathematical development. For example, she counts and uses numbers in children's play, names sizes and shapes, and uses mathematical language, such as 'more' and 'less'.

### Personal development, behaviour and welfare are good

The childminder matches her care to children's familiar home routines for consistency. For instance, she asks parents what children like and what comforts them. The childminder treats children respectfully and teaches them to value each person as an individual. She has a good variety of resources in an attractive playroom that children can freely choose from. The environment is welcoming for children and general house rules help keep them safe. Children learn to lead healthy lives early on. For example, they spend time outdoors every day being active. They have good opportunities to explore the environment and local community.

### Outcomes for children are good

All children learn valuable skills for their future learning. They learn to make decisions as the childminder offers them choices, such as which tools to use. Children show interest and concentrate well as they play. For example, they studied and compared toy animals, and rolled, moulded and shaped play dough. They extended the activity by adding teacups and spoons to serve dough food and drink in. Children are confident to try new, as well as familiar, experiences. They are sociable and enjoy the company of other children.

## Setting details

<b>Unique reference number</b>	EY246112
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1057620
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 June 2016
<b>Telephone number</b>	

The childminder registered in 2002. She lives in a residential area of Portchester in Hampshire. The childminder operates her service Monday to Friday from 7am until 6pm.

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