

Childminder Report

Inspection date

16 January 2017

Previous inspection date

25 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 understands how young children learn. She makes good use of questions to help children develop their speech, imaginations and explore ideas from the experiences they have enjoyed.
- Children enjoy coming to the warm, friendly and caring setting. They help themselves to extra toys they would like to play with. This helps them to further develop their emotional well-being and confidence.
- Children behave well. They listen carefully and follow instructions that help them to share and take turns.
- Parents and the childminder work closely together. This helps them to share in supporting children's progress. Parents welcome the flexibility of the childminder and the very quick efficient methods of communication.
- All children make good progress. The childminder works closely with other settings, schools and professionals to help support children. She follows their individual learning plans, which helps to prepare them for the next stage in their learning.

It is not yet outstanding because:

- The childminder misses some opportunities to consistently challenge children's existing skills to help them make even greater progress.
- The childminder does not make the most of all opportunities to further extend her skills and knowledge.

What the setting needs to do to improve further

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

- review and develop further the range of activities offered to consistently challenge children's existing skills and help them make even greater progress
- make greater use of opportunities to further extend skills and knowledge.

Inspection activities

- The inspector looked around the setting.
- The inspector looked at the children at play and discussed observations of the children's play and progress with the childminder.
- The inspector took account of the children's and parents' written views.
- The inspector held discussions on the plans to improve the quality of the setting.
- The inspector looked at a wide range of documentation including the children's records, attendance registers and certificates.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

The childminder works closely with another registered childminder. Together they maintain accurate records of children's attendance. Safeguarding is effective. The childminder attends training, which helps her to stay up to date with current safeguarding matters. She knows where to seek extra help if she has any concerns. They use self-evaluation to help them identify aspects of their provision to improve. For example, the childminder has helped her co-minder to develop the garden area further. The childminder works closely with health professionals, such as speech and language therapists, to support children who need additional help to develop their communication and language skills. She effectively uses strategies with children, which helps to increase their confidence in speaking, such as sharing their achievements and successes.

Quality of teaching, learning and assessment is good

The childminder provides an interesting range of activities, which children eagerly take part in. For example, she places rolling pins, numbers, candles, weighing scales and tweezers in the sand. This helps her to provide good opportunities to develop children's language skills, support counting and encourage their imaginations. Children are praised when they concentrate for long periods. For instance, when they become fully engrossed in using weighing scales to compare different amounts of sand. Children freely ask for additional resources, such as the wheeled diggers, to extend their play. They are independent, confident and enjoy exploring their learning.

Personal development, behaviour and welfare are good

Children know when they have been successful. For example, when they are playing games and manage to catch the butterflies in the net they know that the childminder will be very pleased. This helps to raise children's self-esteem and confidence in their own abilities. Children share toys well. For example, they enjoy role playing in the shop and cafe where they make each other cups of tea, coffee and hot chocolate. This helps them to develop their social, communication and language skills. Children ask for music and choose to sing. They join in with the song tunefully and jump, hop and wriggle to the action songs. This helps to develop their physical skills.

Outcomes for children are good

All children make good progress from their different starting points, including those who receive additional support. Children are well prepared for the next steps in their learning. They learn to count, and recognise letters and sounds. Children enjoy books and begin to develop early reading skills. They learn about simple mathematical concepts and begin to appreciate the value of money in their shop role play.

Setting details

Unique reference number	EY405353
Local authority	Hampshire
Inspection number	1057812
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	17
Name of registered person	
Date of previous inspection	25 April 2016
Telephone number	

The childminder registered in 2010. She works with a co-childminder in Romsey, Hampshire. She provides care Monday to Thursday from 7.45am to 6pm. The childminder receives funding to provide the early years pupil premium.

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