

# Childminder Report

**Inspection date**

19 January 2017

Previous inspection date

16 November 2015

<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

- Children make good progress in relation to their starting points. The childminder is very experienced and knowledgeable about how young children develop and has made good links with other professionals, such as health visitors and other childminders.
- The childminder uses her accurate assessments of children's learning well. This helps her to plan lots of opportunities to develop children's skills. For example, children enjoy taking part in interactive and engaging stories, such as pretending to walk through mud, water and tall grass hunting for a bear.
- Children are encouraged to be independent. They develop their knowledge of the importance of healthy eating and help the childminder to prepare their snack. For example, they cut up their banana and grapes before eating them.
- The childminder has positive relationships with other settings and schools, which help her to prepare the children well for the next stage in their learning. She shares information with them regarding children's current skills and abilities to help support consistency between settings.

### It is not yet outstanding because:

- Children do not have a wide range of opportunities to take part in adventurous play and activities to help challenge their skills and abilities further.
- The childminder has not considered alternative ways to fully engage parents in their children's learning and achievements.

## What the setting needs to do to improve further

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

- improve the range of opportunities for children to take part in adventurous play and activities to help challenge their skills and abilities further
- consider further ways to encourage parents to become more involved in contributing to children's ongoing assessment records.

### Inspection activities

- The inspector looked at a wide range of documentation, including risk assessments, attendance registers, certificates, training records and the childminder's self-evaluation documentation.
- The inspector took account of the parents' and children's written views.
- The inspector observed and assessed the quality of teaching and learning.
- The inspector held discussions with the childminder in relations to observations of children's play, learning and progress.
- The inspector looked at the outside area.

### Inspector

Heather Rushton

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has taken significant action to improve following the last inspection and has met the actions set. She has attended a broad range of training on child protection and knows what to do if she has any concerns. Safeguarding is effective. The childminder takes steps to help children learn how to keep themselves safe in the local area. For example, she has made a board game that helps children to think about their own safety. The childminder uses information from parents and children to improve her setting. For example, when parents asked for more time to talk with her, she altered collection times to give everyone time to talk about their children.

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

The childminder knows what children need to learn. For example, she uses a good range of nursery rhymes, puppets and toys to support children to join in. The childminder asks a good range of questions and encourages children to explore the world and solve problems. For example, she provided them with frozen ice and resources, such as hammers, salt and warm water. Children concentrated and helped each other to get the coloured items out of the frozen blocks of ice. They cheered when they managed to rescue a toy pig. Children enjoy choosing the activities. For example, they ask for music and choose the 'wiggling' song. Children wriggle and dance well. Children recognise colours and count to 10 with help.

### Personal development, behaviour and welfare are good

Children behave well. The childminder encourages them to share and take turns. For example, they freely share potatoes and pasta while engaging in role play. Children know to share popular technology toys and wait patiently for their turn. Children are happy and confident in their play, for example, they ask for the large toy crocodile to help with a song where they are rowing a boat. Good standards of behaviour and good hygiene routines help children to develop good self-care skills. Children are encouraged to share toys and to think about others as they play.

### Outcomes for children are good

All children make good progress. They begin to learn to recognise words and sounds. Children develop good early mathematical skills. For example, they count and explore size, colour and order in their play. Children develop good physical skills well. They pick up small pieces of pasta and thread it successfully onto thin sticks. Children develop a good range of skills which helps to support the next stage in their learning.

## Setting details

<b>Unique reference number</b>	111524
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1057416
<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 - 8
<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>	16 November 2015
<b>Telephone number</b>	

The childminder registered in 1987. She lives in Romsey, Hampshire. The childminder holds a relevant early years qualification at level 3.

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