

Childminder Report

Inspection date

25 January 2017

Previous inspection date

7 June 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 makes effective use of self-evaluation to help monitor her practice and environment. For example, she considers the interests and needs of the children who attend and provides activities and resources, such as books, to support them.
- Children make good progress. The childminder observes children to help her assess their progress and effectively plan for the next stage in their learning.
- Children have strong, affectionate relationships with the childminder. They seek cuddles and lie comfortably in her arms they are tired. Children are happy, content and emotionally secure.
- Children have good opportunities to learn about the world around them and socialise. For example, the childminder takes them to local parks and for walks along the waterfront. Children meet and interact with other children and adults at toddler groups.
- The childminder has good links with other settings that children attend and local schools. This helps to provide continuity in children's care and learning, and prepare children for their move to nursery or school.

It is not yet outstanding because:

- The childminder does not fully build on her good partnerships with parents to gather detailed information about what their children know and can do when they start.
- The childminder does not make the most of all opportunities to help children extend their mathematical knowledge and understanding.

What the setting needs to do to improve further

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

- develop further existing partnerships with parents to extend the range of information obtained about what children know and can do when they start
- provide more opportunities for the children to explore and develop further their mathematical knowledge and understanding.

Inspection activities

- The inspector looked at a wide range of documentation, including children's records and certificates, and discussed the childminder's approach to self-evaluation.
- The inspector took account of parents' written views.
- The inspector observed and assessed the quality of teaching and learning.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.
- The inspector toured at the setting.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

The childminder has made good progress to address and meet the actions set at her last inspection. For example, she has attended training to renew her paediatric first-aid qualification. The childminder has also updated her knowledge and understanding of child protection, including how to recognise when children are at risk of being exposed to extreme views and behaviours. Safeguarding is effective. Overall, partnerships with parents are effective. The childminder adapts her service to meet the needs of children and their parents. They work together to help support children's care and personal needs.

Quality of teaching, learning and assessment is good

The childminder provides a broad range of stimulating activities. This helps her to interest and challenge children. For example, they make a boat with the childminder out of boxes. Children explore how toys look different when seen through the box boat. The childminder sings relevant actions songs, which helps to further engage children in the role play. Children develop good literacy skills. For example, they enjoy listening to stories with the childminder, which she brings to life using different tones of voice. Children learn how to handle books correctly, such as holding them and turning the pages. She constantly observes children to help her identify their interests and joins in sensitively with their play. The childminder talks clearly to children, repeating words back clearly which helps them to copy them and develop their vocabulary.

Personal development, behaviour and welfare are good

Children quickly feel happy and secure with the childminder. They settle well, which helps to support their emotional well-being. The childminder knows children well and provides reassurance, comfort and cuddles when they are unsettled. For example, she gives them cooling teething rings when they cut new teeth. Children behave well and learn to take care of their own needs, such as helping themselves to fruit and water. The childminder makes good eye contact with children and talks to them constantly. This helps them to enjoy their learning and to fully engage in their play and exploration. For example, with support, children learn how to hit shapes with a hammer to make the figures pop up.

Outcomes for children are good

Children make good progress in relation to their starting points. They learn about the wider world and how to care for animals. For example, children notice when the childminder's cat wants to come indoors and understand the need to be caring and gentle when stroking her. Children develop skills that help them to prepare for school. For example, they sit when asked and confidently use tools, such as scissors when taking part in creative activities.

Setting details

Unique reference number	112881
Local authority	Hampshire
Inspection number	1057424
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	7 June 2016
Telephone number	

The childminder registered in 1997. She lives in Marchwood, Hampshire. The childminder cares for children each weekday, all year around.

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