

# Childminder Report

**Inspection date**

3 February 2017

Previous inspection date

7 March 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 has fully addressed the actions raised at her previous inspection. She has reflected on her practice well, including seeking support and advice to improve the quality of her practice and provision.
- Children enjoy their time with the childminder. The childminder is a good role model for children and she supports their emotional development effectively. Children are happy and settled and behave well.
- The childminder knows children well. She effectively uses their current interests to plan activities to support their learning and development. Children make good progress from their starting points.
- The childminder has built effective relationships with parents and others involved in children's care. She monitors the progress children make and seeks additional help if needed. The childminder provides good support to children who have special educational needs.

### It is not yet outstanding because:

- At times, the childminder misses opportunities to extend children's learning to a higher level to help them make more rapid progress.
- The childminder has not fully considered ways to help children learn about the wider world beyond their own experiences.



## What the setting needs to do to improve further

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

- make the most of all opportunities to support children's learning to a higher level to help them make more rapid progress
- extend opportunities and experiences that help children learn about the diversity of people and communities beyond their own backgrounds.

### Inspection activities

- The inspector observed the childminder and children as they played, and talked with them at appropriate times during the inspection.
- The inspector held discussions with the childminder, in relation to observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records and evidence of suitability checks.
- The inspector took note of parents' written views.
- The inspector viewed the areas of the childminder's house and garden used for the care of children.

### Inspector

Emma Dean



## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has attended some training to help improve her knowledge and skills. For example, she attended a 'planning next steps' course and has made positive improvements to her practice. The childminder makes effective use of risk assessments and implements procedures to help children keep safe. She uses simple rules and boundaries to help children learn about safety. For example, she reminds children to sit still when eating. Safeguarding is effective. The childminder has a good understanding of children protection and what action to take if she has any concerns about children's welfare.

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

Children enjoy a good range of activities. For example, they complete jigsaws, share stories and play with dough. The childminder supports children's language development. For example, she introduces new words and explains their meaning, such as teaching children that another word for boat is 'yacht'. The childminder supports children to develop their mathematical skills. For example, she makes good use of questioning to encourage children to think and solve simple problems, such as when they complete jigsaws.

### Personal development, behaviour and welfare are good

Children have the opportunity to experience a variety of activities to help develop their physical skills. For example, they visit local parks and play centres. The childminder makes good use of these visits to build children's social skills. For example, she encourages children to talk to others and take turns as they play. Children have access to a good range of resources. They choose what to play with and easily get out toys by themselves. This helps to support their developing independence. The childminder helps children learn about healthy lifestyles. For example, she provides children with a range of nutritious meals and snacks, and teaches them to wash their hands; explaining why they need clean hands before they eat.

### Outcomes for children are good

Children develop skills to support them in preparation for their move on to school. For example, they develop confidence in asking for help when needed. Children learn to sit and listen, such as to stories, and follow simple instructions. For example, they tidy away toys when asked before getting more out. Children show enthusiasm for learning, including trying new activities. They are friendly, confident and independent. Children respond well to praise and take pride in their achievements.



## Setting details

<b>Unique reference number</b>	EY417681
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1057833
<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>	3 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	7 March 2016
<b>Telephone number</b>	

The childminder registered in 2010. She lives in Gosport, Hampshire. The childminder provides care from 7am to 6.30pm on Monday to Friday and from 7.30am to 2pm on Saturday, throughout the year.

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