

Childminder Report

Inspection date

9 February 2017

Previous inspection date

23 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 are settled and happy in the childminder's care. She is a good role model and they behave well.
- The childminder knows the children well. She makes effective use of observations and assessments to monitor their progress and ensure they do not fall behind.
- The childminder has built strong relationships with parents. She seeks out useful information from parents about their needs when children first start. Children make good progress from their starting points.
- The childminder provides a safe and welcoming environment for children. She has a good range of resources to support children's learning and development.
- Parents are involved in the childminder's regular reflection about her practice. She seeks their views, and makes plans for developments and improvements.
- The childminder works with other settings that children attend. This helps to provide children with consistency and continuity in their care and learning.

It is not yet outstanding because:

- The childminder has not fully considered ways to encourage and support children's early reading skills.
- At times, children are not encouraged to try things for themselves or make independent choices about what resources to play with.

What the setting needs to do to improve further

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

- build on opportunities for children to develop their early reading skills
- provide more opportunities for children to build on their developing independence and make choices in their play.

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

Safeguarding is effective. The childminder uses a range of practices to help keep children safe. For example, she makes effective use of risk assessments and practises emergency evacuation procedures with children. The childminder has a good knowledge of child protection and what actions to take if she has any concerns about children's welfare. The childminder keeps her skills and knowledge up to date. For example, she attends training and reads relevant publications. She effectively uses this knowledge to help provide and maintain a good quality of practice.

Quality of teaching, learning and assessment is good

The childminder works in partnership with parents. They are well informed and involved in their children's learning. For example, the childminder regularly reports on the progress children make and sets their next development steps with them. Parents share children's current interests from home and the childminder uses this detail when she plans activities. This helps the childminder engage and motivate children in their learning. For example, children enjoy playing with dinosaurs and play for long uninterrupted periods. The childminder builds on children's emerging language development. For example, she teaches them new words and encourages them to make sounds.

Personal development, behaviour and welfare are good

The childminder supports children's emotional development well. For example, she offers them warm praise and they respond positively to this. This helps to increase their confidence and self-esteem. The childminder teaches children about safety, such as by using simple rules they understand. Children develop an understanding of diversity. For example, they go on various outings with the childminder, including toddler groups, where they mix with children from different backgrounds. This helps children develop an understanding of the diversity of the wider world. The childminder builds on children's physical skills. For example, they use tools safely and enjoy energetic play at local parks. The childminder works with parents to help them provide children with healthy meals. For example, she lends them example menus and advice on portion sizes.

Outcomes for children are good

Children develop a variety of skills that supports them as they move on to pre-school and school. For example, they learn to find their own shoes before they go outdoors. Children learn about taking turns, such as when they share books with the childminder. They listen to simple instructions, such as when they help tidy away the toys. Children develop positive social skills, for example, as they play with their friends. They are confident and curious learners. For example, they watch with interest as a fire engine goes past.

Setting details

Unique reference number	EY468339
Local authority	Hampshire
Inspection number	1069728
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 7
Total number of places	4
Number of children on roll	4
Name of registered person	
Date of previous inspection	23 May 2014
Telephone number	

The childminder registered in 2013. She lives in Gosport, Hampshire. The childminder provides care on Monday to Friday from 7am to 6pm, throughout the year. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a recognised childcare qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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