

Childminder Report

Inspection date	8 February 2017
Previous inspection date	14 January 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

- The childminder supports and develops children's good understanding and communication skills effectively. Children progress well overall and make better than typical progress in their language development. They use a wide range of vocabulary and listen attentively while the childminder patiently responds to their questions.
- Children are motivated and enthusiastic learners. The childminder uses children's individual interests to extend their learning and development overall. He provides lots of support to help children achieve their aims. For example, he extends children's abilities well when they decide to play with their favourite castle and play figures.
- Children are well behaved and cooperative. The childminder develops children's social skills effectively. Children confidently approach other children during outings and enjoy talking to them during their play.
- The childminder uses risk assessments to maintain children's safety effectively in his home and on outings. He supervises children well at all times and makes sure they are always within sight and hearing.

It is not yet outstanding because:

- The childminder does not consistently develop children's interest in books to support and extend their literacy development further.
- The childminder does not consistently support children's emerging independence in managing their personal care.

What the setting needs to do to improve further

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

- develop children's interest in books to support their emerging literacy skills
- strengthen support for children to learn to manage their personal care needs, to develop their independence further.

Inspection activities

- The inspector and the childminder observed children during an activity and completed a follow-up discussion about children's learning, progress and behaviour.
- The inspector talked with the childminder and children, and observed indoor activities.
- The inspector looked at a sample of documentation.
- The inspector discussed the childminder's role and responsibilities with her.
- The inspector discussed self-evaluation with the childminder.

Inspector

Catherine Greenwood

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of local authority safeguarding procedures. He regularly updates his knowledge to keep children safe. The childminder meets adult to child ratios and notifies Ofsted and parents about any significant events. The childminder continually improves his professional development and provides good-quality care for children. For example, he uses information from his co-childminder and childcare organisations to evaluate and improve his teaching practice. Since the last inspection, he has improved assessment to better identify, support and monitor the next steps for children's development. The childminder develops supportive relationships with parents to meet children's individual needs well overall.

Quality of teaching, learning and assessment is good

Overall, the childminder provides a varied range of activities and experiences that meet children's individual needs and provide challenge. Children develop a good understanding of the world. They enjoy touching and stroking animals during outings to a local country park and handling the childminder's pet rabbit. Children particularly enjoy regular cooking activities. For instance, they make cupcakes and say, 'look how yummy it has turned out', as they talk about the mixture. The childminder helps children to learn about their own safety. For example, he shows them how to use cooking tools safely as they grate cheese to make sausage rolls.

Personal development, behaviour and welfare are good

Children are provided with good physical challenges and develop good control of their movements. For example, during outings to a Forestry Commission area, they use obstacle courses independently and develop good balancing skills. The childminder provides a good role model for children to copy. Children are provided with a positive and stimulating learning environment. They have access to a wide range of resources and activities that develop their independence and enthusiasm for learning overall. The childminder supports children's good health effectively. For instance, he provides nutritious meals that are traditional to children's home cultures and religions.

Outcomes for children are good

Children make good progress in relation to their starting points and develop the skills they need for starting school. They confidently take part in all activities and learn new skills; for example, during regular cooking activities. Children learn to recognise their names and enjoy singing a song about the alphabet. They count in numerical order and are beginning to link numbers to objects successfully. Children concentrate well, particularly when they play with their favourite superhero resources.

Setting details

Unique reference number	EY295012
Local authority	Hampshire
Inspection number	1068726
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	4
Name of registered person	
Date of previous inspection	14 January 2014
Telephone number	

The childminder registered in 2004. He lives in Liphook, Hampshire and provides care for children from Monday to Friday, for most of the year. The childminder holds a certificate in childcare and education at level 3. He receives funding to provide free early education to children aged three and four years.

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