

Childminder Report

Inspection date

6 February 2017

Previous inspection date

9 September 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		Not applicable	

Summary of key findings for parents

This provision is good

- The childminder complements what children learn in school. For example, she encourages children to remember the sounds of letters of the alphabet, which they use to write their names successfully. The childminder asks questions that challenge children to think and respond. For example, they talk together about the features of spiders and reptiles.
- Children eagerly take part in the good range of planned activities. They concentrate well and become fully engrossed in activities they enjoy. For example, they use collage resources and glue to make detailed pictures of robins.
- Children move smoothly between the childminder's care and school. They are happy and settled and form close attachments with the childminder. Children are motivated and independent in their play. They choose favourite resources from the well-organised and welcoming playroom.
- The childminder communicates effectively with parents and teachers to meet children's individual needs. Children say they like everything at the childminder's house.

It is not yet outstanding because:

- The childminder does not always consider ways to help younger children interact with older children, to develop their self-confidence and social skills further.
- The childminder does not consistently extend children's interest in books to further develop their enjoyment.

What the setting needs to do to improve further

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

- consider ways to help younger children to interact more with the older ones, to develop their confidence and social skills further
- consider ways to develop children's interest in books further.

Inspection activities

- The inspector and 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 self-evaluation with the childminder.
- The inspector talked with childminder about how she uses risk assessments in her home and garden.

Inspector

Catherine Greenwood

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge and understanding of child protection procedures. She regularly updates her safeguarding knowledge which she uses to keep children safe. The childminder has improved the monitoring and evaluation of her provision to continually improve children's care and learning overall. Since the last inspection, she has obtained more craft resources that provide children with challenge. The childminder continually builds on her professional development. For example, she uses information she has gained about child obesity to support children's good health effectively. Overall, the childminder accurately reflects on how her practice benefits the children for whom she cares. She provides a homely environment and knows that the children feel comfortable to talk with her and have a cuddle.

Quality of teaching, learning and assessment is good

Overall, the childminder complements children's learning in school effectively. Children play imaginatively. For example, they dress up and enjoy using a play kitchen for role play. They complete alphabet puzzles independently and colour in pictures of roosters as they celebrate Chinese New Year. Children thoroughly enjoy creative activities and pay great attention to detail when they make designs. For example, they use icing pens to decorate gingerbread biscuits and make pictures of hedgehogs using leaves from the garden. They use small elastic bands and magnets with ball bearings to make complex constructions. Children concentrate very well during activities. They enjoy painting activities and, with support, proudly show the childminder that they can write their names on their creative work.

Personal development, behaviour and welfare are good

Children are relaxed and at ease in the childminder's care. They are polite, well behaved and learn to respect other people. The childminder provides children with a positive role model. Children enjoy being active. For example, they run, jump and use large play equipment with energy, control and coordination. The childminder guides children and gives them the confidence to use resources, such as fire poles in playgrounds, independently. Children confidently do things for themselves. For example, on arrival at the childminder's home, they quickly take off their coats and shoes and put them away. The childminder uses risk assessment to help keep children safe and secure. For example, she ensures the gate to the enclosed swimming pool in her garden is kept locked at all times.

Setting details

Unique reference number	112503
Local authority	Hampshire
Inspection number	1070129
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	3
Name of registered person	
Date of previous inspection	9 September 2014
Telephone number	

The childminder registered in 2001. She lives in Waterlooville, Hampshire. She provides care for children from Monday to Friday, for most of the year.

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