

# Childminder Report

**Inspection date**

16 February 2017

Previous inspection date

14 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 make good progress from their starting points in most areas of their development. The childminder has a good knowledge and understanding of how to move children on in their learning.
- The childminder evaluates and continually improves her teaching practice and the quality of children's care and learning. For example, she has significantly developed children's imaginative play and exploration with a wealth of exciting resources under a covered area for children outdoors.
- The childminder plans a good range of activities that motivate children to learn. For example, children plant wild flowers and fruits, which they look after, pick and eat.
- Children are happy, settled and form close bonds with the childminder and other children.
- The childminder fully understands her responsibility to keep children safe. She teaches children about their own safety, for example, when they help to cut up fruit.

### It is not yet outstanding because:

- On occasions, the childminder does not work effectively with parents and pre-school staff to support younger children's independence. For example, she does not work with them consistently to help children learn to use the toilet.
- Sometimes, the childminder does not use opportunities to challenge children's emerging pre-reading and writing skills.

## What the setting needs to do to improve further

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

- build on the partnerships with parents and professionals at pre-schools children attend to provide a consistent approach to children's learning and development
- extend children's good emerging pre-reading and writing skills to provide them with further challenge.

### Inspection activities

- The inspector talked with the childminder and children and observed indoor and outdoor 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 discussed self-evaluation with the childminder.
- The inspector looked at a sample of documentation.
- The inspector took account of parents' comments within documentation.

### Inspector

Catherine Greenwood

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder regularly updates her knowledge and understanding of child protection to keep children safe. She continually improves her professional development. For example, she uses knowledge gained from attending an information session in a local school to support children's communication skills. She talks aloud so children hear a range of vocabulary and gives them time to respond when she asks questions. The childminder monitors and develops most aspects of children's learning and development effectively.

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

The childminder assesses children's development when she first starts to care for them and on an ongoing basis. Children develop a good understanding of the world. The childminder builds on their interest in nature. For instance, she helps children to make bird feeders and nests for ladybirds, which they hang in her garden. The childminder encourages children to concentrate and persist to achieve their aims during activities. She provides a good range of media to stimulate children's creativity. For example, children make designs using glue, scissors, paint and sponges. The childminder supports children's developing language skills. For instance, children happily join in songs and copy the actions during outings to toddler groups. The childminder teaches children about the wider world, for example, the meaning of different cultural festivals, such as Chinese New Year.

### Personal development, behaviour and welfare are good

Children move smoothly between the childminder's care and the pre-schools they attend. Children are well behaved and polite. They play cooperatively and develop good friendships. The childminder is a positive role model for children. She encourages children to explore and make decisions during their play. Children confidently and independently choose toys to play with. The childminder supports children's good health effectively. Children thoroughly enjoy physical activity and outdoor play. For example, they jump into ball pools and climb up slopes during outings to a soft play facility.

### Outcomes for children are good

Children gain the skills they need for starting school. Children whose starting points are below typical levels of development make good progress to catch up. Children concentrate and persist to achieve their aims during activities, particularly when they play outdoors. For example, children fill scales with stones and shells they collect from the beach and learn about weight and size. Children develop good physical coordination. For example, they fill scoops with water, which they carry carefully across the garden and empty into ice cube trays. Children energetically ride two-wheeled bikes with control.

## Setting details

<b>Unique reference number</b>	113006
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1061223
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 November 2013
<b>Telephone number</b>	

The childminder registered in 1991. She lives in Gosport, Hampshire. The childminder provides care for children from Monday to Friday, 7am to 6.15pm, for most of the year. The childminder holds an early years qualification at level 3. The childminder is in receipt of funding for free early education to children aged three and four years.

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