

Childminder Report

Inspection date

27 February 2017

Previous inspection date

24 April 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 plans interesting activities that engage children in their learning. They concentrate well and enjoy talking to each other about what they are doing. Children make good levels of progress in relation to their individual starting points.
- Children are encouraged to be independent. They choose what they like to play with and combine additional toys to extend their play. For example, they build sand castles and place them in the middle of the water tray, fetching extra sand to make 'pies'.
- Parents appreciate the childminder's knowledge. They ask for help with care matters. The good-quality relationships and regular communication help them to be fully involved in their children's learning.
- Children behave well. For instance, they share toys and activities with each other. The childminder helps children to consider how their behaviour affects others. This helps to develop their emotional well-being.
- There are good links with other settings that children attend and the local schools. This helps the childminder to prepare children well for the next stage in their learning.

It is not yet outstanding because:

- The childminder misses some opportunities to extend children's early literacy skills further.
- The childminder does not consistently make the most of assessments of children's achievements to help her precisely plan for the next steps in their learning.

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 opportunities to extend children's early literacy skills further
- improve the use of ongoing assessments to help precisely plan for children's next steps in their learning.

Inspection activities

- The inspector looked at a wide range of documentation, including children's records, certificates and the childminder's self-evaluation.
- The inspector took account of parents' spoken and written views.
- The inspector observed and assessed the childminder's quality of teaching and children's learning records.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.
- The inspector observed children at play outside.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

The childminder has made good progress since the last inspection. For example, she has provided additional toys and resources to help children to learn about different cultures, diversity and disability. The childminder has increased her knowledge of the signs and symptoms that may cause concern about children's welfare and safety. Safeguarding is effective. The childminder's self-evaluation is accurate and she has a positive attitude towards continually developing her skills and practice. For example, she evaluates her provision to identify professional development opportunities to further improve her knowledge. For instance, she plans to attend training to improve opportunities for children to use mathematical ideas and concepts in their play.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of children's interests, which she uses to help her to select toys and plan interesting activities to motivate and engage children. For instance, children are encouraged to make choices about where they would like to play and the activities are designed around their interests. There is a good range of resources indoors and outdoors. Children use their imaginative skills well. For instance, they pretend to be the characters that they dress up as, such as a doctor and a princess. The childminder uses a good range of questions to help children relate their play to their home life and experiences.

Personal development, behaviour and welfare are good

Children are very happy and confident with the childminder. They settle quickly and enjoy her reassurance and comforting cuddles. The childminder knows their likes and dislikes well. Children are encouraged to be independent. For example, they help themselves to drinks of milk or water. They behave very well and enjoy sharing toys and games. For instance, they use their costumes as construction workers and policemen to extend their play with wheeled sit-and-ride toys on the grass. The childminder works closely with other professionals, such as those who are involved in children's health services to share and follow consistent care plans.

Outcomes for children are good

Children recognise their colours and develop good coordination skills, for example, when sticking objects to make pictures. They listen and follow instructions well. For example, when some children choose to play indoors, they all go into play new games. Children solve problems for themselves. For instance, when the wheeled toys were difficult to peddle on the grass they helped each other to take them to the hard ground where they could move faster. Children are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY394298
Local authority	Hampshire
Inspection number	1068947
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	24 April 2014
Telephone number	

The childminder registered in 2009. She lives in Popley, Basingstoke. The childminder provides care from 7.30am until 6.15pm on Monday to Friday for most of the year.

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