

Childminder Report

Inspection date	22 February 2017
Previous inspection date	26 February 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 knows the children in her care well. She provides a stimulating environment for them to investigate and they are keen to explore. All children make good progress from their initial starting points.
- The childminder continually reflects on her service and understands the importance of involving others in this. For instance, she encourages feedback from parents through regular questionnaires and develops her provision, taking into account their views.
- Children develop a positive awareness of diversity. For example, they play with a good range of toys and resources that reflect people's differences in the wider world.
- The childminder provides lots of toys that allow children to investigate the first stages of technology. For example, they learn that pushing the button on the toy dog's foot makes it sing and dance.
- The childminder ensures that all aspects of her provision and the activities children take part in are fully risk assessed. This helps to keep children safe.

It is not yet outstanding because:

- At times, the childminder misses opportunities to further extend young children's developing vocabulary.
- The childminder does not make the best use of all opportunities to encourage children's growing independence skills.

What the setting needs to do to improve further

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

- make best possible use of all opportunities to support and extend younger children's developing vocabulary
- build on the experiences and opportunities to fully encourage young children to develop their independence even further.

Inspection activities

- The inspector observed the interactions between the childminder and children during activities.
- The inspector sampled a range of documentation, including children's development records, policies and procedures, self-evaluation and risk assessments.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector read written feedback from parents and considered their views.
- The inspector discussed children's learning with the childminder.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands the importance of protecting children in her care from harm. For example, she has a good knowledge of the procedures to follow if she was concerned for a child's welfare or safety. The qualified childminder offers the families additional support to help benefit children, such as sharing information about child development and behaviour management. The childminder attends training to help support her professional development and maintain good outcomes for the children in her care. She has links with other professionals, such as early years support workers and other childminders, which help her to seek guidance and information to develop her practice further.

Quality of teaching, learning and assessment is good

The childminder uses observations alongside information from parents to help assess children's starting points. She has a good understanding of children's needs and interests, and effectively tracks their learning to ensure any gaps in development are identified quickly. She uses the knowledge to help plan enjoyable activities to support their learning. For example, children were engaged for a long period as they enjoyed the water play. They used the opportunity to scoop and grasp water beads, helping to practise their fine-motor skills and develop their hand-to-eye coordination. The childminder engages children to learn about size and numbers. For example, by completing simple shape puzzles and singing number rhymes.

Personal development, behaviour and welfare are good

Children enjoy the childminder's attention and welcome her interest in their play. They turn to her for comfort and support when they are tired or need reassurance. Children feel safe and happy in her care. The childminder uses consistent routines to help children become familiar with her rules for expected behaviour. She praises and thanks children, such as, for being helpful when they pass a toy to another child. Children practise their developing physical skills, for example, they enjoy walks to the park and enjoy playing ball together. Children are learning to eat a healthy diet. For example, they receive praise and encouragement when they try new fruit.

Outcomes for children are good

Children make good progress from their starting points and develop the skills they need for the move on to nursery or school. For example, they experience and develop early writing skills as they use coloured chalk to create simple marks on a board. Young children have lots of opportunity to use their senses when exploring a range of textures and materials. For example, they manipulate a homemade glow-in-the-dark gloop pad that the childminder thoughtfully uses on a light box.

Setting details

Unique reference number	EY373436
Local authority	Hampshire
Inspection number	1068874
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	26 February 2014
Telephone number	

The childminder registered in 2008. She lives in Aldershot, Hampshire. The childminder provides care on Wednesday to Friday from 7.30am to 6.30pm, throughout the year. She holds a childcare qualification at level 3.

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