

# Childminder Report

**Inspection date**

6 March 2017

Previous inspection date

8 May 2014

<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

- The childminder builds strong relationships with children. She is sensitive to their needs and provides a happy and secure environment for children to play and learn.
- The childminder develops children's speaking and listening skills well. Children are confident and articulate communicators.
- Children are keen to learn and enjoy discovering how to do things for themselves, in readiness for their next stage in learning, such as going to school.
- The childminder recognises children's individual learning styles and supports these through well-planned activities. Children are motivated in their play and make good progress.
- The childminder uses self-evaluation effectively to improve the quality of her setting. For instance, she provides greater opportunities for children to learn about the natural world through hands-on activities.

### It is not yet outstanding because:

- The childminder does not help older and most-able children build on their writing skills.
- The childminder has not successfully established relationships with other early years settings that children attend, to share information and provide a more consistent approach to children's care and learning.

## What the setting needs to do to improve further

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

- create more opportunities for children to develop their writing skills even further
- establish effective partnerships with other settings that children attend, to share information about children's care and learning more consistently.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and children's learning.
- The inspector toured the childminder's home and garden.
- The inspector checked evidence of the suitability of the childminder, looked at a selection of children's records, the childminder's policies and procedures, and discussed her self-evaluation process.
- The inspector took account of the written views of parents, provided on the day of the inspection.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder takes a professional approach to improving her knowledge and skills, and uses this to improve the quality of her provision effectively. She reflects well on her practice to identify how she can make further improvements. For example, she has increased her understanding of how to observe children's play, to focus on children's individual learning styles and how to extend what children know and can do. Safeguarding is effective. The childminder has a secure understanding of how to keep children safe, and what action she would take if she had concerns about a child's welfare. The childminder maintains a secure environment for children. She uses rigorous risk assessments and helps children learn good routines to keep themselves safe. The childminder forms positive relationships with parents. For instance, she shares children's progress with parents regularly to help support learning at home effectively.

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

The childminder is well qualified and uses her good knowledge of children's development to provide good quality learning experiences. The childminder joins in with children's play and uses these opportunities well, such as to support younger children to explore and play with different toys. For example, she encourages children to use blocks to build, as they gain confidence in their physical coordination skills. The childminder introduces new language effectively in children's play. For example, she models descriptive words such as 'squidgy and squashy' to describe the texture of soil. Older children listen and use these new words confidently in their conversations.

### Personal development, behaviour and welfare are good

Children settle happily into the childminder's welcoming home. They form strong emotional attachments with the childminder and show that they feel safe and secure in her care. Children gain good independent skills. For example, younger children learn how to peel fruits and feed themselves independently at snack time. The childminder skilfully helps older children gain confidence in their own abilities. They remain focused and persist at tasks, such as when learning how to fasten shoes and boots. Children learn how to keep themselves safe. For example, they practise regular fire evacuations with the childminder and learn how to move safely around her home.

### Outcomes for children are good

All children make good progress from their starting points. They develop a wide range of skills that help them to be ready for their next stage in learning. Children gain good social skills and behave well. Children learn how to value and respect the needs of their friends. They play cooperatively and listen to others' ideas and views. Children enjoy sharing stories, engage in imaginative play and gain confidence in their own abilities.

## Setting details

<b>Unique reference number</b>	EY468544
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1069746
<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>	1 - 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 May 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Eastleigh, Hampshire. She provides care for children from Monday to Friday, 7am to 7pm, for most of the year. The childminder can receive funding for the provision of free early education for children aged two, three and four years. The childminder holds an early years qualification at level 6.

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