

Childminder Report

Inspection date

6 March 2017

Previous inspection date

22 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		Good	2

Summary of key findings for parents

This provision is good

- The childminder plans interesting craft activities that help to engage children in their learning. Children concentrate well and enjoy describing what they are building. For example, when they are making their bird feeders.
- Children are encouraged to be independent. They choose what they like to play with and fetch extra tools to extend their activity. For example, they choose the paint colours they would like, pour paint onto plates and use their imaginative skills to create their own pictures.
- Parents enjoy a strong relationship with the childminder. The regular communication and the good quality information about children's achievements help parents to be fully involved in their children's learning.
- Children make good progress. The childminder prepares them effectively for their move to school and has good links with other settings that children attend and local schools.

It is not yet outstanding because:

- The childminder does not make the best possible use of the existing monitoring processes to assess practice more accurately and precisely, to raise the quality of the provision even further.
- The childminder misses opportunities to fully extend children's awareness of the differences and similarities between themselves and others beyond their immediate environment.

What the setting needs to do to improve further

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

- make the best possible use of the existing monitoring processes to more accurately and precisely assess practice to raise the quality of the provision even further
- increase the range of opportunities for children to learn about the differences and similarities between themselves and others.

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' 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 a good understanding of the needs of very young children. She monitors children progress well, which helps her to prepare exciting activities to motivate and engage them in their learning. The childminder has a good understanding of how children learn, which helps her to reinforce instructions to children. For example, she makes eye contact and repeats instructions if they have not understood what they need to do. The childminder has increased her knowledge of the causes for concern about children's welfare and safety. Safeguarding is effective. The childminder has identified additional professional development opportunities to help improve her skills.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of children's interests and uses this to provide opportunities to help children practice their knowledge of numbers and letters. For instance, when children are outside they order pebbles and count up to 10. Children enjoy playing with the paints in a tray. For example, they talk about the feel of the paint and remember a favourite story where the characters walk through the mud. After snack, children fetch the storybook and begin to point to familiar words and letters on the page. Children use their imagination well, for example, when rolling marbles in the paint they talk about the sound the marbles make as they bump into each other.

Personal development, behaviour and welfare are good

Children are very happy and confident with the childminder. They settle quickly and enjoy her reassuring and comforting cuddles, which helps to support their emotional well-being. The childminder knows children's likes and dislikes well. Children are encouraged to be independent. For example, when the childminder suggests it is time for snack, the children confidently ask to have it later. Children wash their hands independently and water sunflower seeds with the watering can. Children learn to use equipment, such as knives to cut potatoes to create potato prints with paint.

Outcomes for children are good

Children are learning to read, recognise sounds, count and match numbers to the numerals. They enjoy their play and engage happily, showing respect for others. For example, children giggle with delight as they play hide and seek. Children develop an understanding of technology and its uses, such as changing the disc on the compact disc player to listen and join in with songs and rhymes they know. Children are independent, confident and remember their manners. They are well prepared for their next stage in learning.

Setting details

Unique reference number	EY374240
Local authority	Hampshire
Inspection number	1071001
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	22 September 2014
Telephone number	

The childminder registered in 2008. She lives in Popley, in Basingstoke, Hampshire. The childminder provides care from Monday to Friday, 7am to 6pm, for most of the year.

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