

# Childminder Report

<b>Inspection date</b>	16 March 2017
Previous inspection date	20 January 2015

<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 build positive relationships with the childminder and are happy and settled in her care.
- The childminder makes regular observations and assessments of children's learning and monitors their progress well. She identifies children who may need additional support and provides activities to help them catch up.
- The childminder supports younger children's communication and language development well. They concentrate well, develop strong listening skills and make good progress from their starting points.
- The childminder and her assistant consistently build on their skills and knowledge to help improve the outcomes for children. For instance, they attend relevant training, meet with other childminders and implement best practice ideas.
- Children enjoy opportunities to learn about the natural world through hands on experiences that motivate and interest them in their play.

### It is not yet outstanding because:

- The childminder misses some opportunities that arise to encourage older children to recognise written letters and corresponding sounds, to build on their literacy skills.
- The childminder has not fully developed partnerships with other early year settings that children attend, to consistently support their learning and care.

## 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 link letters and sounds, to build on their literacy skills further
- strengthen the relationships with other early years settings that children attend and use a shared approach to build on children's learning and development.

### Inspection activities

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

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder provides a safe environment for children. She knows how to identify and minimise risks to children to maintain their physical welfare. Safeguarding is effective. The childminder and her assistants have a good knowledge of how to keep children safe. They know what action they would take if they had concerns about a child's welfare. The childminder keeps her assistants up to date with policies and procedures and uses regular supervision to sharpen their teaching skills. She makes effective use of her qualification and new skills she gains from training to evaluate and develop her setting. For instance, she has improved the learning environment and offers more opportunities for children to use technology in their play.

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

The childminder has a good understanding of how children learn. She supports them in leading their own play and helps them achieve. She uses good opportunities to build on what children know and can do. For instance, when older children build towers with wooden blocks the childminder teaches them to count and compare quantities confidently. The childminder uses good thought-provoking questions to build on younger children's communication skills. For example, when planting seeds the childminder encourages children to think about what seeds might need to help them grow. Children respond well to the childminder who provides them with opportunities to become independent and curious learners. The childminder communicates with parents effectively to keep them regularly informed of the progress their children make.

### Personal development, behaviour and welfare are good

Children develop good relationships with the childminder and respond positively to her. For example, she provides them with cuddles and reassurance, to help support their emotional well-being. Children behave well. They are kind and considerate of each other's needs and learn how to take turns and share toys and resources well. Children gain good physical skills. They learn how to do some things for themselves and enjoy taking on age appropriate tasks. For example, older children cut up fruits for snack time, as the childminder teaches them how to use the knife safely.

### Outcomes for children are good

Children are prepared well for their next stage in learning, including school. They develop good mathematical skills and confidently use problem-solving skills in their play. For instance, they learn the names of the triangle, circle and square shapes as they draw around wooden templates. Children enjoy activities that help them to develop their understanding of technology. For example, they explore the activities on the computer tablet and learn which buttons to press to answer questions in their game.

## Setting details

<b>Unique reference number</b>	EY331514
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1085598
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 January 2015
<b>Telephone number</b>	

The childminder registered in 2006 and lives in Farnborough, Hampshire. The childminder works with an assistant and provides care for children Monday to Friday from 7am to 6pm, all year round. The childminder is registered to 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 3.

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