

# Childminder Report

**Inspection date**

15 March 2017

Previous inspection date

Not applicable

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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 are happy, confident and show that they feel safe and secure in the childminder's care. They form a close relationship with the childminder which helps them to settle quickly.
- The childminder regularly reflects on her practice to improve outcomes for children. She takes account of what parents and children say to make positive changes that benefit the children and their families.
- Partnerships with parents are good. The childminder keeps parents well informed about their children's progress. Parents' feedback about the children is extremely complimentary and they value the support she provides.
- Children are motivated to learn and make good progress. The childminder consistently checks children's development. As a result, she is able to identify and address any gaps in their learning quickly.
- The childminder uses high levels of praise and encouragement, this helps children feel proud of their achievements and develops their self-esteem.

**It is not yet outstanding because:**

- At times, the childminder misses opportunities to build on children's interest in activities and encourage their problem-solving skills.
- The childminder does not use opportunities for older children to practice their writing skills successfully.

## What the setting needs to do to improve further

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

- make better use of opportunities that arise to help children to solve problems more effectively
- provide opportunities for children to develop their early writing skills through their play.

### Inspection activities

- The inspector had a tour of the areas of the home used for childminding and assessed how well children are kept safe.
- The inspector observed the quality of teaching and support for children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed children's activities inside and outside.
- The inspector took account of the written feedback provided by parents for the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled a range of documents, including children's information records, accident/medication records and training certificates.

### Inspector

Teresa Newman

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder understands the requirements of the early years foundation stage and implements them well. The arrangements for safeguarding are effective. Recent safeguarding training means that the childminder has an up-to-date knowledge of child protection legislation. She knows how to keep children safe and what to do if a child is at risk of harm, including those at risk from extreme behaviours or views. She risk assesses her home and outings to identify any potential hazards and minimises these effectively. The childminder works well with other early years providers to successfully support children's learning. As a result, children are well prepared for their move to school.

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

The childminder carries out accurate observations and assessments of what children can do. This means that she is able to provide interesting and suitably challenging activities to help children develop. For example, she provides them with a simple mathematical challenge when counting candles on a birthday cake. The well resourced and accessible environment supports children to be independent and make decisions about their play and learning. The childminder supports children to be curious about the world around them. When children see an aeroplane in the sky, the childminder encourages children to consider where the plane is going to or coming from.

### Personal development, behaviour and welfare are good

Children behave well because the childminder provides calm and consistent messages about good behaviour. The childminder teaches children about healthy lifestyles. They enjoy exploring healthy food choices to put in their lunch boxes. Children have daily opportunities to enjoy physical exercise and fresh air. For example, they attend local groups with the childminder and enjoy walks in the community. They learn about different celebrations and cultures and are beginning to understand ways in which they may be similar or different to others. Children are learning how to keep themselves safe. For example, children are provided with gentle reminders of how to carry resources safely. The childminder makes good use of the information she gathers from parents. This means she is fully aware of children's individual needs and meets them effectively.

### Outcomes for children are good

Children are sociable and demonstrate high levels of concentration. They develop good language skills, because the childminder provides a language rich environment. Children show a fascination with the natural world. For example, they observe a butterfly and cat in the garden and speak animatedly about these with the childminder. Children use their imaginations well. They excitedly take resources from the play room to the garden to set up a café and serve cakes to the childminder. Children demonstrate their mathematical skills during their play as they independently count beads and explore shapes whilst decorating their pictures.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY478520  |
| <b>Local authority</b>             | Hampshire   |
| <b>Inspection number</b>           | 1073638   |
| <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>       | 0 - 8   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 7   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | Not applicable  |
| <b>Telephone number</b>            |   |

The childminder was registered in 2014. She lives with her partner and three children in Brighton Hill, Basingstoke. The children have access to the ground floor of the property for play and bedrooms for rest. There is a secure garden available for outdoor play. She visits activities in the local community and can take and collect children from the local school and preschool.

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