

Childminder Report

Inspection date

28 April 2017

Previous inspection date

15 June 2015

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 has a sensitive and nurturing approach to children's care. She offers children good attention, praise and encouragement and helps them to settle happily into her welcoming home.
- The childminder gains a good range of information about what children know and can do when they first start. She plans ranges of appealing activities that interest and motivate children's play. All children make good progress from their starting points.
- The childminder places a strong focus on promoting children's physical skills. For instance, she helps younger children to gain confidence in standing and walking, and supports them in learning to feed themselves finger foods independently.
- Parents speak highly about the childminder. They comment positively about the good range of activities the childminder provides for older children outdoors to learn about the local community and the natural environment.
- The childminder develops children's communication and language skills well. For example, she shares books, engages in conversations and models new words.

It is not yet outstanding because:

- The childminder does not exchange detailed information with other early years settings that children attend, in order to fully complement their learning.
- The childminder's professional development plans are not sharply focused on continuing to develop her knowledge and teaching skills to the highest levels.

What the setting needs to do to improve further

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

- strengthen the relationships with other early years settings that children attend and use a shared approach to build on children's learning and development
- build on the programme of training and professional development to raise the quality of teaching and learning to the highest level.

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 and looked at a selection of children's records and safeguarding procedures, and discussed the childminder's self-evaluation process.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities in promoting children's welfare. For instance, she ensures that all adults who live at the premises have completed appropriate suitability checks. The childminder regularly updates her knowledge of safeguarding matters, including the indicators that a child may be at risk of harm, or exposure to extreme views. She knows what action she would take if she had concerns about a child's welfare. The childminder evaluates the service she provides and gains the views of children and parents to improve outcomes for children. For instance, additional resources for outdoor play and improvements made to the childminder's garden help to support those children who prefer to learn outside.

Quality of teaching, learning and assessment is good

The childminder is experienced and has a good understanding of how children play and learn. Children enjoy choosing toys and resources that interest them and the childminder follows children's choices well. For instance, children explore sensory bottles and notice the sounds they make as the childminder teaches them how to shake and roll them. The childminder helps to promote children's speaking and listening skills in different ways. For example, children enjoy joining in with nursery rhymes as the childminder uses music, picture books and puppets to bring the songs to life. The childminder makes regular observations and assessments of children's learning to monitor their progress closely. She works closely with parents to keep them informed of their children's key achievements.

Personal development, behaviour and welfare are good

Children develop secure relationships with the childminder, who supports their emotional well-being effectively. The childminder helps to promote children's good health well using daily routines. For instance, she washes children's hands before they eat and helps them to learn to drink water regularly to rehydrate themselves. The childminder supervises children vigilantly and ensures that they are always within her sight. For instance, when younger children gain confidence to stand independently the childminder stays close to help ensure their physical welfare.

Outcomes for children are good

All children make good progress from their starting points. Children are confident and enthusiastic learners, eager to take part in play activities that build on what they know and can do. Children gain skills that prepare them well for their next stage in learning. For instance, children develop good social skills. They learn how to take turns and share toys and resources well. Children gain good physical coordination skills. For example, they develop their small-muscle movements as they press buttons on musical toys.

Setting details

Unique reference number	EY314797
Local authority	Hampshire
Inspection number	1092478
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	15 June 2015
Telephone number	

The childminder registered in 2005. She lives in Alresford, Hampshire. The childminder provides care on Monday to Thursday from 8am to 6pm and on Friday from 8.30am to 3pm, 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 appropriate early years qualification at level 2.

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