

Childminder Report

Inspection date

11 May 2017

Previous inspection date

20 March 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

- Children receive warm and nurturing relationships from the qualified childminder and her assistants. They feel safe and secure in their environment and engage with the childminder to share their interests.
- The environment effectively encourages children's independence and choice throughout the day. Children of all ages are confident to play, explore and find things out for themselves. They make good progress in their learning.
- The childminder shares information about children's care and learning with parents daily, using a variety of methods. Parents comment that they are pleased with the care their children receive and feel their children have flourished.
- The childminder regularly reflects on her practice, identifies areas for further improvement and seeks the views of parents and children. For example, she is committed to continuing her professional development and that of her staff. Recent training has helped her identify how she can support children to learn through their play and interests.
- Effective observation enables the childminder to identify children's next steps in learning and their current interests, and plan activities to help them progress further.

It is not yet outstanding because:

- Occasionally there are missed opportunities to further extend activities which challenge children's thinking and help them try out new ideas.

What the setting needs to do to improve further

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

- make use of opportunities to further extend activities to fully challenge children's thinking and help them try out new ideas.

Inspection activities

- The inspector took account of parents' written views and comments.
- The inspector spoke to children, the childminder and assistants at appropriate times throughout the inspection.
- The inspector sampled documentation, such as children's records and written policies.
- The inspector observed the childminder and assistants interacting with the children.
- The inspector completed a joint observation with the childminder.

Inspector

Rachel Cornish

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good knowledge of the requirements of her role. She receives relevant safeguarding training, completes regular risk assessments and understands procedures to follow if she has concerns to ensure children remain safe and secure. Safeguarding is effective. The childminder is reflective in her practice and has fully implemented the recommendations from her last inspection. She monitors the work of her assistant on the days that they work together. The childminder attends regular childminder meetings to share ideas and suggestions. This helps her to extend future learning experiences and opportunities for children.

Quality of teaching, learning and assessment is good

The childminder interacts well with the children. She provides resources and plans activities based on the children's interests that helps them make good progress in their learning. For example, children are encouraged to use their current interest in colouring, to colour in a butterfly using codes that identify new shapes, colours and patterns. Children learn about the world around them. After receiving a delivery of caterpillars, children explain the process of how they turn into butterflies. The childminder uses a range of effective strategies to promote children's communication and language skills. For example, she uses action songs to introduce new words. The childminder promotes early mathematics well. For example, children count the ducks they find in a story book.

Personal development, behaviour and welfare are good

Children form particularly close bonds and attachments with the childminder and assistants. The childminder is an excellent role model for children. She gives clear and consistent reminders of expectations. Children behave very well and play together cooperatively. For example, they line up while reading a book to take turns to answer questions about what they have just read. The childminder introduces healthy lifestyles effectively. She encourages children to follow good hygiene practices and provides them with a selection of home-cooked meals and healthy snack options. Children who prefer to learn away from the main group have a wealth of opportunities to use their imaginations and be physically active in the particularly well-resourced garden.

Outcomes for children are good

Children are developing good investigative skills and enjoy experimenting, such as finding hidden fossils in the bark surface outdoors. They learn mathematical skills through play, such as counting how many caterpillars have arrived through the post. Early literacy skills are developing, with most children successfully identifying their own name on their water bottles. As a result, children's language, social and mathematical skills are good. All children are making good progress in preparation for school.

Setting details

Unique reference number	EY305874
Local authority	Hampshire
Inspection number	1092311
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	22
Name of registered person	
Date of previous inspection	20 March 2015
Telephone number	

The childminder registered in 2005. She lives in Ashley, New Milton. The childminder receives funding for the provision of free early years education for children. The childminder holds a level 3 early years qualification. The childminder works with two assistants.

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