

Childminder Report

Inspection date

15 May 2017

Previous inspection date

12 February 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 build good relationships with the childminder. They are settled and secure in her care, which helps to build good levels of emotional well-being.
- Children behave well, as the childminder provides them with clear guidance about what is expected. For example, children know that they must share, take turns and be kind to others.
- The childminder assesses children's individual starting points and involves parents in this. She uses the information from assessments to plan and provide challenging learning activities to help children to make good progress.
- Partnerships with parents are good. The childminder keeps them well informed of the progress that children are making. She offers them suggestions for activities to help their children learn at home.
- Children confidently develop skills that prepare them well for the next stage in their learning. They are curious and are keen to explore a wide range of interesting experiences.

It is not yet outstanding because:

- The childminder's teaching strategies do not always help children to understand how to identify letters of the alphabet.
- The childminder does not consistently encourage children to be independent in their self-help skills and in organising their activities.

What the setting needs to do to improve further

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

- use a wider variety of teaching strategies to help children to understand how to identify letters of the alphabet
- encourage children to be more independent in their self-help skills and in organising their activities.

Inspection activities

- The inspector observed the interaction between the childminder and the children and assessed the impact this has on the children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector asked the childminder questions relating to children's development and her understanding of the safeguarding requirements.
- The inspector viewed the areas of the home used by the children.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of child protection procedures, which enables her to safeguard children. She updates her policies and procedures in line with current guidance to refresh her good awareness. She is conscientious about safety and her supervision of children. The childminder is effective in her self-evaluation, which includes the views of parents. She demonstrates a clear capacity for continuous professional development to make ongoing improvements to her good provision for children. The childminder has good partnerships with other settings that children attend, such as nurseries. They work closely together to offer support and share information about children's progress and learning.

Quality of teaching, learning and assessment is good

Children make choices from a wide variety of resources. They are engaged, able to concentrate for periods of time and learn new skills during play. For example, the childminder uses children's interest in action songs and rhymes to introduce counting and simple addition and subtraction. Children's communication and language skills are supported well. For example, the childminder listens attentively to them and responds to what they say to help develop their attention and listening skills. The childminder provides a range of activities based on children's interests and needs to help them make further progress. For example, she uses their interest in books to encourage them to identify what will happen next.

Personal development, behaviour and welfare are good

The childminder encourages children to develop positive relationships. Children have opportunities to learn about the similarities and differences between themselves and others. For example, the childminder provides toys and books that help children to develop their knowledge of people with disabilities and cultural differences. Children learn to respect and value others. The childminder understands her role in keeping children safe and protecting them from risk of harm. She completes daily risk assessments and encourages children to be aware of possible risks. For example, children learn about potential risks during outings to the local park.

Outcomes for children are good

Children are working comfortably within the range of development expected of them for their age. They are developing the skills they need for the move on to pre-school and school. For example, they share when looking at books and play cooperatively with other children.

Setting details

Unique reference number	111182
Local authority	Hampshire
Inspection number	1089076
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	4
Name of registered person	
Date of previous inspection	12 February 2015
Telephone number	

The childminder registered in 1992. She lives in Aldershot, Hampshire. The childminder operates Monday to Friday 8am to 5.30pm for most of the year.

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