

Childminder Report

Inspection date

18 May 2017

Previous inspection date

9 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

- The childminder provides a safe, welcoming and well-organised home environment. She has warm, caring relationships with children. She supports children's emotional and physical well-being effectively and is sensitive to their individual needs.
- The quality of teaching is good. The childminder knows the children well and has a secure understanding of how to promote their learning. This contributes significantly to the good progress children make.
- Children are happy, settled and behave well. The childminder is a positive role model who has clear behavioural expectations. She speaks kindly and calmly to children.
- Partnerships with parents and with other settings children attend are effective. They have a shared approach to supporting children's learning.
- The childminder evaluates her provision well. She continually reviews her practice and identifies areas to further enable children's care and learning.

It is not yet outstanding because:

- Occasionally, young children do not have a wide range of age-appropriate activities for them to explore and use in their own way.
- At times, there are few opportunities for children to develop their creative skills, such as exploring and using different textured materials.

What the setting needs to do to improve further

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

- provide young children with further opportunities to use resources in their own way, to develop their curiosity and exploratory skills
- increase opportunities for children to explore and be creative with a broader range of media.

Inspection activities

- The inspector observed the quality of the childminder's interactions with children and her teaching, and the impact this has on their learning.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at a range of documentation, including children's records, evidence of suitability and the childminder's training certificates.
- The inspector spoke to the childminder and children at various times during the inspection.
- The inspector took account of the views of parents through their written evaluations and comments.

Inspector

Eileen Chadwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to recognise and report any concerns about a child's welfare and well-being. She keeps up to date with safeguarding matters, for instance, by using online resources and attending training. She supervises children well to keep them safe from harm. She implements robust risk assessments and fire procedures to help children to stay safe in her home. She regularly reflects on her provision to identify ongoing improvements. For example, she has improved the information given to parents about their children's learning and how they can help them achieve their next steps.

Quality of teaching, learning and assessment is good

The childminder uses her accurate assessments to help children achieve what they need to learn next. She interacts well with children and strongly focuses on developing children's communication and language skills. She encourages children to join in conversations and introduces new words to increase their vocabulary. For example, when young children played with modelling dough, she introduced action words as they rolled, flattened and shaped their creations. She encourages children to develop their imagination. For instance, she skilfully extended their thinking when she played alongside them as they created a 'tea party' during outdoor water-tray activities.

Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. She consistently praises them and builds their self-esteem and confidence. Children develop good levels of independence during everyday routines, for example, they help to tidy up. They enjoy plenty of opportunities to be physically active, for instance, when they spend time outdoors in the garden and during visits to parks. Children learn about good hygiene routines, such as knowing to wash their hands before snacks. They gain an understanding of people's differences. For instance, they visit groups in the wider community where they learn to build relationships with others.

Outcomes for children are good

Children make good progress across the areas of learning and gain the skills they need in preparation for moving on to nursery and school. They concentrate well and become interested in reading. For example, younger children excitedly imitate noises made by different vehicles as the childminder reads stories, and older children recall the main events. Children develop good physical skills. For example, they successfully complete jigsaw puzzles and learn how different parts fit together. From a young age, all children are keen to count and develop good mathematical understanding, including of simple shapes.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY340709 |
| Local authority | Hampshire |
| Inspection number | 1092844 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 4 |
| Total number of places | 5 |
| Number of children on roll | 4 |
| Name of registered person | |
| Date of previous inspection | 9 March 2015 |
| Telephone number | |

The childminder registered in 2006. She lives in Farnborough, Hampshire. The childminder works from 7am to 6pm on Monday to Friday, for most of the year. She holds an appropriate early years qualification at level 3.

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