

# Childminder Report

**Inspection date**

24 May 2017

Previous inspection date

25 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 develop close emotional attachments with the childminder. They demonstrate that they feel happy and secure. They openly communicate and share their experiences with the childminder. They explore freely and are eager to participate in activities.
- The childminder knows the children in her care well, for example, she offers an informal, relaxed approach to learning. She makes good use of her observations and assessments to accurately identify the next steps of children's learning. She plans interesting activities building on what children enjoy and what their interests are. Children make good progress given their starting points.
- The childminder has established successful partnerships with other early years settings that children attend, which help promote continuity in children's learning and development.

### It is not yet outstanding because:

- Although the childminder makes clear risk assessments to ensure children are safe, she does not raise further children's understanding of their own personal safety at times.
- Although the childminder is able to evaluate her practice to help her provide good outcomes for children, she does not focus precisely on some aspects of her practice, such as to help extend children's learning and development even further.
- At times, the childminder does not consider broader ways to promote children's healthy eating habits, for example, by liaising more closely with parents.

## What the setting needs to do to improve further

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

- make children more aware of potential hazards to allow them to keep themselves and others safe
- continue to strengthen self-evaluation processes even further, particularly to sharply identify and target specific areas for future improvement
- explore other ways to promote further children's understanding of the benefits of healthy eating.

### Inspection activities

- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took account of the written views of parents.
- The inspector looked at relevant documentation, such as the childminder's training certificates and evidence of the suitability of adults living in the childminder's home.
- The inspector observed the quality of teaching during activities in the childminder's home, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.

### Inspector

Jacqueline Good

## Inspection findings

### Effectiveness of the leadership and management is good

Overall, the childminder listens to the views of parents and children when reflecting upon her practice. She has relevant policies and procedures in place, which she uses to support and underpin her practice. She has acted upon recommendations from her previous inspection and children develop their early literacy skills well. They develop their early writing skills, such as through drawing and chalking. The arrangements for safeguarding are effective. The childminder is aware of the signs that may raise cause for concern and the local referral procedures to follow in order to protect children. The childminder has ensured that necessary suitability checks for all adults living on the premises have been completed. Parents are happy with the service. They comment that the childminder provides a good range of activities and outings that their children really enjoy.

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

The childminder uses information from parents to establish children's starting points. She effectively provides activities and resources to build on what the children can already do. For example, she supports children to learn about numbers and use mathematical language as they slide beans down pipes raised to different heights. Children develop their problem-solving skills well, for example, they consider what to do to make the beans slide faster. The childminder interacts in a positive manner to support and encourage learning. For example, children delight in collecting eggs from the chicken coop and the childminder provides good challenge as they add the eggs to those previously collected to find a total.

### Personal development, behaviour and welfare are good

The childminder helps children to use their own ideas during their play, which shows them that their views are valued. For example, children decide what could be used to make a suitable environment for their mini-beast. She sets clear boundaries for behaviour to help children learn to manage this independently and develop good manners. Children spend time within the local community, such as taking part in trips to local community groups with the childminder. They gain a good awareness of the world beyond the childminder's home. Children are physically active every day. They gain good climbing and balancing skills, for instance, while they play in the childminder's garden.

### Outcomes for children are good

Children are confident, happy and show a natural curiosity. They develop the skills they need to prepare them for pre-school or school. For example, children learn to recognise their names and are beginning to learn the names and sounds of different letters. Children develop their independence and learn to manage their own self-care needs. For example, they demonstrate how they can put on their own shoes and wash their hands.

## Setting details

<b>Unique reference number</b>	112010
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1089082
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 February 2015
<b>Telephone number</b>	

The childminder registered in 2000. She lives in Romsey, Hampshire. She operates from Monday to Friday between 7.30am and 6pm, throughout the year. The childminder holds a relevant childcare qualification at level 3.

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