

Childminder Report

Inspection date

12 June 2017

Previous inspection date

16 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

- The childminder completes regular assessments of children's development and learning. She uses this information successfully to identify any gaps in children's learning and to implement plans effectively to support them to make good progress from their starting points.
- Children behave well and the childminder provides them with clear guidance on what is expected. They show high levels of respect for both the childminder and other children. They share, take turns and work cooperatively with each other.
- The childminder makes good use of a range of ways of teaching children, such as using pictures, to help children with speech and language difficulties to communicate.
- Children build very strong relationships with the childminder. They settle well in her care and feel secure, which helps to build good levels of emotional well-being.
- Older children are well prepared for school. For example, they can recognise and write their names, and complete simple addition, such as when playing games.

It is not yet outstanding because:

- During some activities, the childminder misses opportunities to enable children to follow their own interests and make independent choices about their play.
- The childminder does not consistently seek the views of parents to help her to drive continuous improvement to her provision and outcomes for children.

What the setting needs to do to improve further

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

- encourage children to consistently follow their own interests and make independent choices in their play
- increase opportunities for parents to regularly contribute their views to help improve and develop the setting further.

Inspection activities

- The inspector viewed the areas of the home used by the children.
- Discussions were held with the childminder about practice, especially how she assesses children and provides suitable learning activities and experiences for them.
- The inspector spoke to children during the inspection.
- The inspector checked documentation, such as the paediatric first-aid certificate and public liability insurance.
- The inspector completed a joint observation with the childminder.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has good understanding of how to protect children from harm. She has completed relevant training to help her to identify when a child may be at risk. She works highly effectively with parents and other professionals, such as staff at pre-schools that children attend. She shares information with them about their children's development. This helps to ensure that there is a consistent approach in the care and learning that children receive. The childminder keeps her knowledge up to date, such as by completing online research. She uses this information to assist her in gaining ideas for activities to complete with the children in her care. This helps to strengthen her teaching skills and extend children's learning further.

Quality of teaching, learning and assessment is good

The childminder evaluates her teaching to help her adapt activities to meet all children's individual needs. Children are provided with good opportunities that help support their mathematical skills. For example, when using ink stamps the childminder asks them to identify the numbers and count how many they can see. She successfully encourages children's enjoyment of stories and their interest in reading. Children show enthusiasm as they predict what will happen next, and talk about what they see and hear in the story. The childminder supports children's understanding of the differences and similarities between themselves and others well. For example, she makes positive use of children's cultural backgrounds to teach children about other children's family festivals and celebrations.

Personal development, behaviour and welfare are good

The childminder is vigilant of children's safety and regularly checks the environment to help ensure the setting is suitable and safe. She teaches children the importance of keeping themselves safe. For example, when visiting the park, she teaches them the importance of using apparatus safely. Children learn to manage their own personal care routines and are encouraged to make healthy food choices. For instance, they enjoy a selection of fruits at snack time and are encouraged to drink water regularly. The childminder has a good focus on helping children feel safe and secure. Children have positive relationships with her and each other.

Outcomes for children are good

Children are engaged, able to concentrate for long periods and learn new skills during play. They develop good skills that prepare them for their future learning. For instance, they follow simple instructions and complete routine tasks, such as helping to tidy and organise the play room. They learn about the routines and expectations for good behaviour and play cooperatively with other children.

Setting details

Unique reference number	EY449550
Local authority	Hampshire
Inspection number	1095357
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	16 February 2015
Telephone number	

The childminder registered in 2012. She lives in Farnborough, Hampshire. The childminder works from 8am to 6pm on Monday to Friday, for most of the year.

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Piccadilly Gate
Store St
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M1 2WD

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