

Childminder Report

Inspection date

11 July 2017

Previous inspection date

12 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 encourages children to practise their early language skills, such as when she asks children interesting questions. They are confident to respond and share their personal experiences. Older children ask more-complex questions, and younger children make observations about the environment around them.
- The playroom is well organised. Children of all ages explore and choose toys with which they most want to play. The childminder closely monitors play and offers children support when they need it. Children are independent and enthusiastic to learn.
- The childminder communicates very well with parents. She talks to them about aspects of learning that children find more challenging. She offers advice about how parents can support children, such as to prepare them for going to school. Children make good progress in their learning from the start.
- The childminder is ambitious and she continues to make changes to improve her practice. She meets recommendations made by other professionals to raise standards. She seeks the views of parents and children, and considers how she can fully meet their needs. She is eager to have a positive impact on children's outcomes.

It is not yet outstanding because:

- The childminder does not offer children a wide range of resources so they can practise their early mark-making and writing skills.
- The childminder does not consistently encourage children to move their bodies in more interesting ways, such as jumping, crawling and climbing.

What the setting needs to do to improve further

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

- offer children further opportunities to practise their mark-making and early writing skills
- encourage children to experiment with the way they move their bodies and how to negotiate play space.

Inspection activities

- The inspector watched the childminder and children interacting in different areas of the setting.
- The inspector viewed communications between the childminder and parents.
- The inspector spoke to the childminder about safeguarding and about procedures she follows to keep children safe.
- The inspector observed an adult-led activity and talked to the childminder about the impact on outcomes for children.
- The inspector discussed children's progress with the childminder and viewed learning documents.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is good

The childminder forms close links with practitioners at other settings children attend. For instance, they share details of children's achievements and voice concerns about gaps in their knowledge. They work together to offer children a consistent learning experience. The childminder uses the self-evaluation process very effectively to identify weaker areas of practice. She makes improvements and assesses the impact on children. She determines whether she needs to consider further change. The childminder is resourceful and accesses new learning in a range of ways. For example, she researches how to meet individual children's needs. She also seeks new ideas for exciting resources to support her teaching. Safeguarding is effective. The childminder understands how to identify a child that is at risk of harm. She follows the correct procedures to keep children safe. The childminder carries out thorough risk assessments and takes action to minimise risks. For instance, she regularly checks and removes any damaged toys. When she is out with children she scans the area for hazards. She also talks to children about how they can keep themselves safe.

Quality of teaching, learning and assessment is good

The childminder offers children good opportunities to use realistic props and she encourages them to engage in imaginary play. For example, children throw a tea party. They pour drinks for grown-ups and pass around pieces of cake. Children decide that they need to make some sandwiches for the party and they visit the play supermarket. They weigh out meat on the scales, discussing the concept of more and less. Children share toys and laugh together. The childminder supports younger children to use shape sorters and they really enjoy pop-up books. She has a secure knowledge of what children can do and she sets achievable next steps. The childminder encourages children to take part in simple scientific experiments. For instance, children discover toys set in ice. They use warm water and their hands to melt the ice. Children comment on how the ice changes.

Personal development, behaviour and welfare are good

The childminder shares with children her expectations of how they should behave. Children respond well to the clear boundaries and their behaviour is very good. They are polite and thoughtful, and kind to their friends. They listen to instructions, such as when the childminder asks them to tidy up their toys before they have lunch. The childminder supports children to have a healthy lifestyle. For example, she offers parents guidance about nutritious food. Lunchboxes that parents send in are now healthier.

Outcomes for children are good

Children are knowledgeable about animals, they talk about how animals live and grow. They really enjoy books. Younger children identify characters and older children create new story endings. They engage in play for long periods. Children are confident. They really enjoy socialising with friends and they are eager to voice their opinions. Children are emotionally mature, progress well and are ready for school.

Setting details

Unique reference number	EY412451
Local authority	Hampshire
Inspection number	1094407
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	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	12 March 2015
Telephone number	

The childminder registered in 2010 and lives in Fair Oak, Hampshire. She operates Monday to Friday, all year round, between the hours of 6.45am and 6pm. She is in receipt of local authority funding for children aged three and four years.

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