

# Childminder Report

**Inspection date**

5 July 2017

Previous inspection date

21 August 2013

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are happy and settled in the childminder's care. They receive exceptionally high levels of praise and encouragement to celebrate their achievements. Children are highly motivated to learn and demonstrate excellent levels of self-esteem and confidence in their abilities.
- The quality of teaching is good. The childminder and her assistants understand how children learn and provide interesting and engaging activities to help children develop. As a result, children make good progress.
- Partnerships with parents and other settings are effective. The childminder keeps parents regularly updated about their child's development. Good systems are in place to share information with other early years providers that the children may attend. This sharing of information about children's progress helps to provide continuity for their learning.
- The childminder uses purposeful self-evaluation to make improvements to her provision. For example, she has listened to feedback from parents and children and created a quiet space for older children who choose to do homework.

### It is not yet outstanding because:

- Systems for the supervision of assistants are not yet effect enough to promote the continuous improvement of the setting.

## What the setting needs to do to improve further

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

- strengthen the arrangements for the supervision of assistants to identify professional development opportunities that promote the continuous improvement of the setting.

### Inspection activities

- The inspector reviewed the areas of the premises used for childminding.
- The inspector observed play and learning activities inside and outside and observed the quality of interactions between adults and children.
- The inspector spoke to the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector and the childminder discussed some of the activities provided and how these encourage children's learning.
- The inspector sampled documentation, including evidence of suitability checks, children's progress and policies.

### Inspector

Teresa Newman

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is proactive in seeking out information and attending training to enhance her skills and improve the outcomes for children. For example, she has recently attended training to support children with speech and language difficulties. The arrangements for safeguarding are effective. The childminder and her assistant have a good understanding of how to keep children safe. They know what to do if a child is at risk of harm, including those at risk from extreme behaviours or views. The childminder ensures that she regularly checks the suitability of all adult members of the household and her assistants. Systems are in place to monitor her assistants practice, but these are not yet used effectively to drive improvements to an outstanding level.

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

The childminder completes accurate assessments of what children can do and uses this information effectively to plan activities. The well-resourced environment means that children can make decisions about where and how they want to play, which supports their independence. The childminder and her assistant use good teaching skills to enhance children's learning through their daily routines. For example, they use snack time to introduce simple mathematical language and concepts by counting and cutting fruit. The childminder introduces new vocabulary, such as 'straight' or 'curved', as she helps children solve the problem of trains crashing on the train track they have built. This supports children's emerging language skills effectively. The childminder regularly takes children out into the local community to parks and toddler groups. This helps children develop their social skills and prepares them for school as they take part in large group activities with children of a similar age.

### Personal development, behaviour and welfare are outstanding

The childminder and her assistant share extremely caring and supportive relationships with the children. The children seek them out for reassurance, cuddles and to share their achievements. The childminder knows the children very well and provides them with an exciting, yet safe and nurturing environment. She provides excellent opportunities for children to increase their physical development and self-esteem as she helps less confident children learn to balance on small logs and jump off, for example. The childminder and her assistant are consistently positive role models. As a result the children's behaviour is exemplary. Even the youngest children are considerate, respectful and helpful towards others as they help each other find their shoes and put them on. The childminder and her assistant help children learn how to keep safe. For example, they talk about why they need hats and sun cream to protect them in the garden.

### Outcomes for children are good

Children are absorbed in their play. They show high levels of curiosity as they explore how the texture of sand and soil change when water is added. Children enjoy sharing familiar stories with the childminder and her assistant. This supports their early communication and language development well. They are beginning to recognise letters from their name in the environment and attempt to draw these in the sand.

## Setting details

<b>Unique reference number</b>	113310
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1088766
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 August 2013
<b>Telephone number</b>	

The childminder was registered in 1995 and works with two assistants. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her three adult family members in Hook, Hampshire. There are currently 20 children on roll, ten of whom are in the early years age group.

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