

# Childminder Report

**Inspection date**

18 July 2017

Previous inspection date

1 April 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 are happy and settle well in the childminder's welcoming home. They form strong bonds with the childminder and build good relationships with their friends. They learn to behave well, respect each other and play fairly.
- The childminder is committed to providing a high-quality service to children and families. She reflects well on her provision, gaining feedback from parents and children to inform her evaluations and help her make continuous improvement.
- Children make good progress. The childminder provides particularly strong support for children's language development, such as when she introduces new vocabulary and engages children in discussions about what they are making.
- The childminder places a high priority on keeping children safe and teaching them how to stay safe. She makes effective use of risk assessments to help her put measures in place to protect children's safety and well-being effectively at home and on outings.
- The childminder forms strong relationships with parents, such as through completing home visits before children start, which helps her to understand and respect children's needs. Parents receive frequent information about children's experiences and progress, and have many opportunities to contribute their own observations from home.

### It is not yet outstanding because:

- Although the childminder monitors children's progress to help her identify the next steps in their learning, she does not make the best use of this information when planning and providing activities, to ensure children receive consistently high levels of challenge at all times, to extend their learning as much as possible.

## What the setting needs to do to improve further

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

- make better use of information from assessments to help plan and provide activities that challenge and extend children's learning even further.

### Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records and a sample of other documentation.
- The inspector took account of the childminder's self-evaluation and written feedback from parents.

### Inspector

Samantha Powis

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder confidently identifies signs that may mean a child is at risk of harm and understands what she must do if she has any concerns, to help keep children safe. She monitors the work of her assistant and provides training and guidance to ensure they have a clear understanding of their role. The childminder continues to develop her professional knowledge and gains new ideas, such as through training. This has led her to improve the organisation of play areas to increase learning opportunities, such as by creating a cosy book area for children to share stories and enjoy books. The childminder keeps an accurate record of the progress children make in their learning, helping to ensure she is able to promptly identify and address any gaps. She shares this information frequently with parents and other settings that children attend, and actively gains feedback from them, involving everyone in supporting children's progress.

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

Children are happy and excited to participate in the good range of activities the childminder provides. They are keen to explore and investigate, and receive good interaction from the childminder as they play to encourage their speech and language. For example, they talk about the homes they build in the sand for their 'dinosaurs'. Children listen well and show a good understanding as they follow instructions and respond to questions. Following her last inspection, the childminder provides more examples of writing to help children start to link letters and sounds. For example, children have their own named drawers and she provides some opportunities for children to use early writing. The childminder organises a wide variety of outings to extend children's experiences. Children recall these with excitement, such as a trip on the train.

### Personal development, behaviour and welfare are good

The childminder has a very good understanding of children's individual needs. She is mindful to ensure that she respects any specific needs, such as children's diets, to fully support their welfare. Children receive high levels of praise and encouragement from the childminder. They feel proud of their achievements and are confident and motivated to try new things. They learn about their local community and build a respectful understanding of the wider world. For example, the childminder sometimes uses Spanish words and talks about Spanish traditions, sharing her own experiences to widen theirs.

### Outcomes for children are good

Children acquire good skills that help them to be ready for the next stage in their learning, such as school. They are confident and increasingly independent as they play and manage their personal care needs well. For example, older children successfully put on their shoes before going outside to play, and they help to change their clothes after playing with water. Children count with increasing confidence, showing their awareness of number order. They start to show an understanding of size, such as when they compare the length of their breadsticks at snack time.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY301798  |
| <b>Local authority</b>             | Hampshire   |
| <b>Inspection number</b>           | 1092230   |
| <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>  | 3   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 1 April 2015  |
| <b>Telephone number</b>            |   |

The childminder registered in 2005 and lives in Andover, Hampshire. She provides care for children from 7am to 6pm on Monday to Thursday all year around. The childminder holds an early years qualification at level 3 and sometimes works with an assistant. She receives funding for the provision of free early education for children aged two, three and four years.

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