

# Childminder Report

**Inspection date**

24 July 2017

Previous inspection date

8 June 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 lively and imaginative. They use their growing language skills to engage in role-play experiences with friends, such as when they 'cook' pasta together. They discuss how long the food will take to cook and what it will taste like when they eat it.
- The childminder regularly reviews her practice and identifies how to bring about positive change. She considers the views of other professionals and has strengthened her provision of technology, as recommended at the previous inspection. Children now have more opportunities to experiment with equipment to find out how it works.
- Children form secure attachments to the childminder and are affectionate towards her. They share details about favourite toys. The childminder uses her knowledge of children to plan challenging, enjoyable activities.
- Children are motivated to explore and they make their own choices about how they want to play. The childminder offers them access to a broad range of good-quality toys. Children concentrate for long periods.
- The childminder makes precise assessments of children's development. She shares the information with parents and staff at other settings that children attend and they talk to each other about children's specific needs. The childminder offers children a consistent learning experience and they are making good progress.

**It is not yet outstanding because:**

- The childminder does not make the best use of opportunities to encourage all children to learn to carry out simple tasks for themselves, such as helping to tidy away toys.

## What the setting needs to do to improve further

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

- support all children to develop a sense of responsibility and to manage simple age-appropriate tasks for themselves.

### Inspection activities

- The inspector observed an adult-led activity and talked to the childminder about what she had seen.
- The inspector talked to the childminder about her knowledge of safeguarding and the procedures she follows to protect children.
- The inspector discussed children's learning with the childminder and how she tracks the progress that they make.
- The inspector read written comments and feedback from parents, and took account of their views.
- The inspector spoke to children and talked to them about activities they enjoy.

### Inspector

Julie Bruce

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder works very well with parents and makes changes to her practice in response to their needs. For example, as some parents do not have time to discuss their children's learning during the day, the childminder arranges appointments that fit in with their busy lifestyles. The childminder uses a variety of methods to develop professionally. For instance, she talks to other practitioners about resources that have made a difference in their settings. In response to advice, she has introduced some more unusual resources for children to discover. This has had a positive impact, as children talk about what they can see and feel, and take part in lively debate. Safeguarding is effective. The childminder has recently updated her knowledge of safeguarding. She fully understands how to identify children that are at risk of harm. She makes sure that parents are aware of her responsibility to report concerns to outside agencies.

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

The childminder supports children to build on their creative skills. For example, children enjoy making models. They push spaghetti into play dough and concentrate intently as they thread hooped cereal onto the long sticks. Older children add more pasta and they are excited by the patterns they create as they thread the cereal on at regular intervals. Younger children really enjoy pushing shape stamps into the play dough. The childminder encourages them to identify and name the shapes. Children are given plenty of time to play and to complete their models. The childminder makes regular observations of their learning and shares these with parents. Children are proud to talk to parents about work they have created. Children enjoy looking at books with the childminder and she encourages them to participate. For instance, they join in and repeat familiar words and phrases of the story.

### Personal development, behaviour and welfare are good

The childminder offers children opportunities to engage in plenty of physical play. For example, they chase bubbles around the garden and use their fingers to pop them. They have a good awareness of the space around them and enjoy running to be first to reach the bubbles. The childminder encourages children to look after their bodies, such as reminding them to drink water to stay hydrated. Children are happy and they settle very quickly. They are kind to others and take it in turns to share resources. The childminder educates children about other parts of the world. For instance, they wear costumes from other cultures and talk about foods that people eat when they travel abroad.

### Outcomes for children are good

Children take an interest in mathematics and compare the weight of different objects. They identify a range of different colours as they engage in creative projects. Children learn to write their own names. All children are progressing very well. Older children are excited about the prospect of attending school. They talk about friends that have already moved on and they are ready for the next steps in their learning.

## Setting details

<b>Unique reference number</b>	EY308154
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1092347
<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 - 6
<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>	8 June 2015
<b>Telephone number</b>	

The childminder registered in 2005. She lives in Winchester and provides care on Monday to Friday from 8am until 6pm, for 48 weeks of the year. The childminder claims early years education funding for children aged three and four years.

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