

Childminder Report

Inspection date

4 September 2017

Previous inspection date

7 January 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

- Children are happy and settled. They build warm and trusting relationships with the childminder and each other, which supports their emotional development effectively.
- Young children are well supported in developing their communication and language skills. For example, they benefit from the childminder's good interaction and modelling of new words to help them build on their vocabulary.
- Children make good progress and the childminder knows children well. She encourages their learning and provides a wide range of activities and experiences, which supports their development effectively overall.
- There are effective partnerships between the childminder and parents, which help to promote continuity for children's care, learning and development.
- The childminder has a positive attitude to the continuous development of her work. She regularly reviews the environment and organises this with children in mind.

It is not yet outstanding because:

- On occasions, the childminder does not take full advantage of opportunities to further support the children's independence skills.
- Children do not have consistent opportunities to explore and experiment with mark-making resources to help develop their early literacy skills.

What the setting needs to do to improve further

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

- offer more consistent support for children to fully develop their independence and skills in managing tasks for themselves
- make full use of opportunities to support children's early literacy skills.

Inspection activities

- The inspector observed activities and interactions between the childminder and the children, and reviewed the play equipment and resources.
- The inspector spoke with the childminder at appropriate times throughout the inspection, including discussing the impact of her teaching.
- The inspector viewed the areas of the premises used for childminding and talked to the children at appropriate times.
- The inspector looked at documentation, including a sample of children's records.
- The inspector discussed how the childminder evaluates her provision.

Inspector

Dinah Round

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role in keeping children safe. She is clear about safeguarding issues and the procedures to follow if she has a concern. The childminder continues to increase her knowledge and skills, such as through attending training and linking with other childminders on ways to develop her provision further. For example, she re-organised her outdoor play spaces so that children can use a wider range of equipment all year round. The childminder shares children's folders with their parents, which include details of how they can support their children's learning at home. The parents report positively about their children's learning and the service provided.

Quality of teaching, learning and assessment is good

The childminder provides an enjoyable and relaxed environment. Children follow their interests, such as building a track for their trains. They try different pieces of track to work out which piece they need to make it curve around the corner. The childminder gets actively involved in the play to encourage children's mathematical development effectively. For example, she introduces positional language, such as 'up', 'under' and 'over', to help develop their understanding of shape, size and measurement. The childminder regularly observes children and assesses their progress, using this information to plan for the next steps in their learning. Children are occupied and engage well in the stimulating activities on offer.

Personal development, behaviour and welfare are good

Children are provided with a safe and welcoming environment. The childminder's warm and caring nature and sensitivity to children's individual needs help build strong attachments. The childminder works closely with parents to make sure that children receive clear and consistent messages of how to behave. Children are kind to each other and the younger children learn well by playing alongside older children. The childminder praises children's achievements, which helps to boost their self-esteem. Children develop an understanding of how to be healthy and the importance of being active and getting plenty of fresh air.

Outcomes for children are good

Children are confident and are acquiring good skills to equip them for their future learning. For example, they show good control as they climb and balance on the climbing frame, while learning about risks and developing their physical skills well. Children use their imagination as they explore the texture of sand. They use various tools to scoop, stir and mould it into containers. The childminder adds different resources to successfully extend the children's experiences to support their play and exploratory nature.

Setting details

Unique reference number	151040
Local authority	Hampshire
Inspection number	1085557
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	7 January 2015
Telephone number	

The childminder registered in 2000. She lives in Ringwood, Hampshire. The childminder cares for children throughout the year, Monday to Friday. She receives funding to provide free early education for children aged two, three and four years. The childminder holds an early years qualification at level 3.

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