

Childminder Report

Inspection date

11 September 2017

Previous inspection date

8 September 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since her last inspection, the childminder has successfully taken action to address areas that required improvement. For example, she has accessed training to refine her safeguarding knowledge.
- The childminder shows good teaching skills. She is particularly strong in developing children's understanding and talking skills. For example, she tunes into what they say, repeats words clearly and adds new vocabulary and simple sentences.
- Children make good progress. The childminder monitors children's development closely, and involves parents successfully in supporting children's learning at home.
- Children are extremely settled. They build a strong relationship with the childminder from the outset of their care. They respond well to her warm, cheerful and positive attitude and show a strong willingness to play and learn.

It is not yet outstanding because:

- The childminder is not fully effective in gaining information from other providers about what children already know and can do.
- Occasionally, the childminder misses some teaching opportunities to extend learning for those children who prefer to learn outside.

What the setting needs to do to improve further

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

- develop a system to gain clear information about children's development from other providers
- enhance learning opportunities for those children who prefer to learn outside.

Inspection activities

- The inspector observed the play activities, spoke to children and evaluated the quality of the teaching.
- The inspector spoke to the childminder at appropriate times during inspection.
- The inspector took account the views of the parents through written questionnaires.
- The inspector discussed with the childminder the methods for assessing children's progress, and how she evaluates the quality of provision.
- The inspector carried out a joint observation with the childminder.

Inspector

Loraine Wardlaw

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to follow local procedures to address any concerns about children's welfare, including vulnerable children at risk of strong views. She supervises children closely to keep them safe and implements policies that protect their welfare, such as internet safety. The childminder has a renewed approach to evaluation and improvement since her last inspection. She is keen to keep her standard of teaching and care of young children high. The childminder takes on board information she receives at training events, and during her own research and networking with other professionals. She has a collaborative and communicative approach to working with parents to meet children's needs successfully. Parents are full of praise for the childminder and she seeks their feedback regularly.

Quality of teaching, learning and assessment is good

Children enjoy entertaining, purposeful interaction from the childminder who joins in well in their play, with clear learning aims in mind. Children receive good teaching support from her. For example, the childminder sits on the floor to play, or at a low table at their eye level, when she demonstrates how to use the play dough tools. They often laugh together during activities, such as when children use the play dough imaginatively to make pretend dinosaurs and roar loudly, and the childminder acts out being scared. She shares books with children, talks and extends their knowledge and continuously role models mathematical vocabulary of numbers and shapes. The childminder encourages children to be personally independent and to make choices with confidence. For example, at snack time they use a child safety knife and select a favourite coloured plate.

Personal development, behaviour and welfare are good

Children are very happy and thrive in the nurturing and welcoming environment. The childminder gives children lots of attention and guidance to support them successfully. She manages children's behaviour well, such as by offering plenty of positive praise and encouragement and calm, clear explanations of acceptable behaviour. Children learn about pet safety well. The childminder pays good attention to effective care routines and promoting children's physical well-being. For example, they go for walks locally and enjoy plenty of fresh air and exercise. The childminder provides nutritious snacks and regular drinks of water, to help boost children's good health.

Outcomes for children are good

Children are keen to learn. They show confidence and a strong social awareness in the childminder's care. They are keen to try out different activities, such as playing with technology toys and building towers. Two-year-olds talk and vocalise repeatedly and with excitement about the childminder's pet fish and cockatiel. Young children randomly talk about numbers and colours and learn about a 'circle' shape, as they use cutters in play dough. They are developing strong future skills for life.

Setting details

Unique reference number	110865
Local authority	Hampshire
Inspection number	1107425
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	8 September 2016
Telephone number	

The childminder registered in 1993. She lives in Havant, Hampshire. The childminder offers care throughout the year, on Monday to Friday from 7am to 6pm. She has a recognised early years qualification at level 3.

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