

Childminder Report

Inspection date

8 November 2017

Previous inspection date

20 February 2014

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 enjoy their time with the childminder and her assistant, who work well together to provide a friendly and welcoming environment.
- The childminder offers a wide range of activities that encourages children to learn through play and exploration. Children benefit from a good variety of outings in the local community, where they learn about the world around them.
- The childminder keeps a regular check on children's development, which helps her to identify and address gaps in their learning. All children make good progress.
- Effective partnerships with parents enable the childminder to meet children's needs well. Parents comment positively about the high standard of care, particularly how well their children have developed since attending.
- The childminder continues to update her professional knowledge. For example, she has attended training courses that have developed her understanding of the importance of children learning through their interests.

It is not yet outstanding because:

- Information about children's next steps in learning is not always readily available for reference, so that the childminder and her assistant consistently extend activities.
- The childminder is not always proactive in making contact with other early years providers when children attend additional early years settings.
- The childminder does not always organise group story times well. Sometimes children get distracted and lose interest.

What the setting needs to do to improve further

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

- make information about children's next steps more readily available, to support their learning priorities more consistently
- develop the partnerships with other early years providers children attend, to share information more consistently about children's care and learning
- improve the organisation of group activities, in particular story time, so that all children are fully engaged.

Inspection activities

- The inspector observed children's activities, and the childminder and her assistant interacting with them, inside and outside.
- The inspector talked to the childminder and her assistant about children's activities and how they keep children safe.
- The inspector looked at a sample of documents, which included the childminder's safeguarding policy and children's progress records.
- The inspector took account of parents' views, obtained from letters they had written.

Inspector

Brenda Taylor

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant keep their knowledge up to date about child protection issues through regular training. This helps towards their good understanding of the procedures to follow if they have concerns about a child. The childminder has addressed the recommendations set at the previous inspection, which has improved aspects of children's independence, for example. She provides ongoing guidance to her assistant to help develop his knowledge about children's learning. The childminder values ideas from her assistant, parents and children towards her self-evaluation. For example, she rearranges the layout of the learning environment and adds new resources to match children's play preferences and learning needs. This includes a 'self-registration board' to help children recognise their written name.

Quality of teaching, learning and assessment is good

The childminder provides a stimulating environment with a good range of toys and resources that children select independently. She makes good use of topical themes and seasonal events to support children's learning. For example, children enjoyed collecting autumnal items during an outing in the local area. Older children made pictures with natural materials, such as leaves and seeds, using ideas from a storybook. Younger ones liked to experiment with the glue and feel the different textures. The childminder and her assistant interact positively with the children to support their learning. For instance, as children play with toy animals, they are encouraged to recall visits to the zoo, recognise differences and learn about the way animals live.

Personal development, behaviour and welfare are good

The childminder finds out important details from parents when children start to attend, to help her and her assistant make children feel secure. For example, she talks to parents about children's preferences for daytime sleep. Children behave well. They learn to take turns and begin to recognise emotions. The childminder and her assistant praise children regularly, which helps to build their self-esteem and confidence. Children start to understand about keeping themselves safe, such as using large play apparatus sensibly. They learn important rules to stay safe in the natural environment, including the risks of eating wild berries and how to behave around a small campfire. The childminder teaches children good routines for caring for their bodies and gives them opportunities to be active in the fresh air every day.

Outcomes for children are good

Children learn useful skills that help to prepare them well for the next stage in their learning and starting school. For example, they develop confidence to make choices and make their needs known. Children become increasingly independent in practical tasks, such as managing their outdoor clothing and using the toilet. Older children show an interest in counting, for example, how many toy animals look the same. Younger children explore a range of objects and materials, and learn to follow instructions.

Setting details

Unique reference number	111994
Local authority	Hampshire
Inspection number	1068392
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	12
Number of children on roll	13
Name of registered person	
Date of previous inspection	20 February 2014
Telephone number	

The childminder registered in 1994. She lives in Andover, Hampshire and works with an assistant. The childminder provides childcare each weekday for 48 weeks of the year. She receives funding to provide free early years education for children aged two, three and four years. The childminder holds an early years qualification at level 4.

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