

Childminder Report

Inspection date

16 November 2017

Previous inspection date

29 April 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 enjoy their time with the childminder. They are settled and happy in her care. She supports their emotional development well.
- The childminder effectively supports children's learning and development. For example, children develop good communication skills. She models speech, uses signs to support her verbal communication and encourages all children to learn new words.
- The childminder effectively monitors the progress children make. She seeks additional support for children if necessary to help close any gaps in their learning and development. Children make good progress in their learning from their starting points.
- The childminder consistently and effectively promotes positive behaviour and children behave well.
- The childminder and her co-childminder work well together to support children's individual needs. They are positive role models for children.

It is not yet outstanding because:

- Occasionally the childminder does not keep children fully engaged and interested during some daily routines.
- The childminder has not built secure relationships with all other settings children attend to share information about their learning and development and to support continuity in their care.

What the setting needs to do to improve further

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

- revise the organisation of activities to help minimise waiting times for children during daily routines
- explore further ways of building partnerships with other settings children attend to help support a more consistent approach to children's care and learning.

Inspection activities

- The inspector observed the childminder, her co-childminder and the children as they played. She listened to their interactions and talked with them at appropriate times during the inspection.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records and evidence of suitability checks.
- The inspector took note of parents' written views.
- The inspector viewed the areas of the house and garden used for the care of children.

Inspector

Emma Dean

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is knowledgeable about child protection issues and what actions to take if she has any concerns. She effectively uses a range of policies and risk assessments to help promote children's welfare and keep them safe. The childminder is proactive in keeping her skills and knowledge current, for example, by seeking out training opportunities. The childminder seeks the views and opinions of parents who use her service. She makes plans for continuous improvements, such as making the outdoor space more accessible for younger children.

Quality of teaching, learning and assessment is good

The childminder knows the children in her care very well. She effectively works with parents to support children's learning and development. For example, she gathers information about children before they start and maintains good communication with parents about their children's ongoing learning and development. The childminder makes accurate observations of children's learning. She plans activities to support and extend children's learning, such as threading cereal onto string to make bird feeders. This supports children's hand-to-eye coordination while helping them learn about living things. The childminder skilfully extends older children's thinking skills, for example, by asking questions and encouraging them to explain and give reasons for their answers.

Personal development, behaviour and welfare are good

The learning environment is welcoming and the childminder has a good variety of resources to help her support children's learning and development. She encourages children to develop good manners and offers them warm praise. The childminder supports children's independence. For instance, she encourages young children to feed themselves with a spoon and older children to help cut up fruit for healthy snacks. Children enjoy many opportunities to go on outings, such as to the local woods and toddler groups. The childminder uses these experiences to help them see different people in different places and learn about the diversity of the wider world.

Outcomes for children are good

Children are confident and happy. They enjoy exploring toys and resources with their friends. For example, they play fishing games together, which supports their developing social skills. They learn to share resources and take turns as they play. Children make choices and decisions and follow simple instructions. They learn the sounds that letters represent and develop their mathematical skills as they play. For instance, children count the number of marks they make in dough and learn the names of shapes. Children develop good skills to support them as they move on to school.

Setting details

Unique reference number	EY359775
Local authority	Hampshire
Inspection number	1068842
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	29 April 2014
Telephone number	

The childminder registered in 2007. She lives in the Oakridge area of Basingstoke, Hampshire. The childminder works with a co-childminder. She provides care Monday to Friday from 7.30am to 6pm throughout the year. The childminder receives funding for the provision of free early education for children aged two, three and four years.

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