

# Childminder Report

**Inspection date**

30 January 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 make good progress in relation to their starting points. The childminder monitors their development accurately, and keeps parents well informed of their children's learning.
- The childminder helps children to develop healthy lifestyles and good physical skills. For example, children benefit from regular physical play, enjoy healthy meals, and babies learn to feed themselves with finger food.
- The childminder plans a good range of activities and outings to support children's learning and to broaden their experiences. For instance, children join playgroup sessions to learn more about the diverse beliefs of others and to develop their social skills.
- The childminder reflects on the quality of her provision to make ongoing improvements. For example, she borrows books from the library to help children learn more about specific topics, such as keeping safe and managing their behaviour.

### It is not yet outstanding because:

- On occasions, the childminder does not support children's individual choices and ideas in their play, to help keep them interested.
- The childminder does not consistently obtain detailed information from all the other settings children attend to complement their learning even further.

## What the setting needs to do to improve further

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

- support children more consistently with their own choices and ideas in play to keep them interested
- develop partnerships with the other settings children attend to complement children's developmental needs even more effectively.

### Inspection activities

- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records and talked to children at appropriate times.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' views.

### Inspector

Bridget Copson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder maintains good standards of safety for children in her home and on outings. She keeps up to date with child protection guidance, and understands the potential risks to children and how to respond to help protect them from harm. The childminder values professional development to build on her good knowledge and skills, and to improve outcomes for children. For example, she uses ideas from educational websites to prepare children for their move to pre-school and school. This includes looking at photographs of the settings to become familiar with them before arranging visits. The childminder encourages parents to share their views on her provision. They state, for instance, how well their children have settled and how the childminder maintains routines consistently.

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

The childminder has a secure understanding of children's individual developmental needs. She uses good teaching skills to help children achieve their next steps for learning, such as encouraging their communication and language skills further. For example, she asks children questions about the sea creatures they catch in a magnetic fishing game to encourage them to think and talk. She helps them to remember the new words they have learned, such as 'clam', and builds on their learning by talking about where they might find fishermen. The childminder responds well to babies' babbles and gestures to encourage their communication further. She helps older children develop a good understanding of numbers, such as counting with them and challenging them to name numerals.

### Personal development, behaviour and welfare are good

Children are happy in the childminder's care. They move around exploring and choosing resources confidently. The childminder works closely with parents to build warm and trusting relationships with children. Babies, for instance, take comfort in her cuddles and soothing words when they need reassurance and are teething. The childminder provides lots of opportunities for children to learn about their world. For example, children visit the stream and forest with her to look at animals and to explore natural life. Children behave well. They use good manners and help when asked.

### Outcomes for children are good

Children develop key skills to prepare them for their next stage in learning and their move to school. They develop good independence and self-confidence, and take pride in their achievements. Children are interested in exploring and solving problems, such as finding out what objects are 'too heavy' to pick up with magnets. They enjoy creating and using their imaginations in play.

## Setting details

<b>Unique reference number</b>	EY491189
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1026830
<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>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She lives in Hightown, near Ringwood, Hampshire. The childminder offers care from 8am to 6pm from Monday to Friday. She holds a relevant qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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