

# Childminder Report

**Inspection date**

31 January 2018

Previous inspection date

26 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 very happy. They settle well and enjoy spending time with the childminder. The childminder has a good understanding of children's individual care needs, and provides kind and sensitive support for each of them, which helps successfully support their emotional well-being.
- The childminder helps children to develop good behaviour and social skills. For example, they regularly visit toddler groups and activity centres with the childminder, where they meet with other children, and learn how to respond when part of a group.
- The childminder uses observations alongside information from parents to assess children's starting points. She has a good understanding of children's needs and interests, and effectively tracks their learning to identify gaps in development. Children make expected progress in their development.
- The childminder is a reflective practitioner. She values the views of parents and children, and encourages them to provide feedback, to help her make improvements to her provision.

### It is not yet outstanding because:

- Some resources that children enjoy using are not easy for them to reach without help, to enable them to be consistently independent in their imaginative and creative play.
- The arrangements for sharing information and working together with other local settings that children attend are not as effective as they could be, to ensure continuity of care and learning for all children.

## What the setting needs to do to improve further

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

- provide more opportunities for children to freely access resources and opportunities to boost their imaginative and creative play
- build on the partnerships with other professionals, particularly staff at other settings children attend, to improve the consistency of care and learning for children.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection. She observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning and development. She looked at children's learning records and discussed the progress they make.
- The inspector considered the views of parents through written feedback.
- The inspector checked evidence of the suitability of the childminder and household members. She discussed the childminder's safeguarding procedures and viewed documentation, such as policies and procedures.
- The inspector held discussions with the childminder about how she evaluates her service and plans for future improvements.

### Inspector

Nina Lambkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities to keep children safe from harm. She knows what to do should she have a concern about a child in her care. The childminder uses her established links with other childminders to share practice ideas. This led her to organise a visit from the local school crossing officer, to extend road safety skills for all the children. The childminder keeps up to date with guidance to ensure that her policies and procedures are current and robust. She ensures her statutory training is up to date and completes regular risk assessments of her home and garden, which help her to ensure she keeps children safe.

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

The childminder regularly observes children as they play, to identify their developmental stage and learning interests. This helps her to provide interesting learning experiences, such as threading coloured cereal loops onto string to make edible jewellery. She extends this further to introduce early mathematical ideas and simple colour recognition well. Children show great delight as they show their skills in operating simple technology. They are keen to press the buttons on interactive toys and respond positively to the sounds and lights. The childminder fosters children's communication well. She introduces new words, such as 'scoop' and 'pour', to help increase young children's vocabulary and to explain what they are doing.

### Personal development, behaviour and welfare are good

The childminder offers a friendly family environment. Children quickly build up positive attachments with her, and they are happy and settled. The childminder understands children's care needs well and is quick to address their needs, such as asking if they would like to use the bathroom. The childminder is a positive role model and children enjoy involving her in their play. For example, they excitedly ask her to join them in their game in the 'ball pool' as they practise their throwing skills. Partnership with parents is strong, and the childminder has developed trusting relationships with the families for whom she cares. She swaps information with parents daily to ensure children receive a high quality of care and education.

### Outcomes for children are good

Children benefit from many opportunities to learn about similarities and differences between themselves and others, such as through a variety books about different families. Children develop positive attitudes to others. For instance, they learn to share and take turns, and to understand the needs of others so they play together well. Children demonstrate well the characteristics of effective learning. They show motivation to learn and are involved in an enjoyable range of activities. They are inquisitive and demonstrate good levels of concentration. This ensures they are well prepared for school.

## Setting details

<b>Unique reference number</b>	112989
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1070133
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	26 November 2014
<b>Telephone number</b>	

The childminder registered in 1998 and lives in Blackwater, Hampshire. She operates all year round, from 7.45am to 6pm on Monday to Friday. The childminder provides funded early education for three- and four-year-old children.

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