

# Childminder Report

**Inspection date**

6 March 2018

Previous inspection date

10 December 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

- The childminder is well qualified and professional development has a positive impact on her teaching. For example, she has used the knowledge gained from a recent course about children's play and provided more natural resources for children to promote their open-ended play.
- Teaching is strong. The childminder is skilled at adapting her teaching to meet children's individual needs and help close gaps in their learning.
- The childminder takes children on regular outings to help them learn about their local community and to extend their learning experiences. For instance, she takes them to the library to help build on their interest in books.
- Children's behaviour is good. The childminder manages it positively to help teach children about boundaries and the impact of their actions on other children's feelings.

### It is not yet outstanding because:

- The childminder does not make the most of the information provided by parents about their children's capabilities when they first start to fully inform her assessments.
- Occasionally, the childminder restricts children's ability to be creative and use their own ideas because she overdirects art activities.

## What the setting needs to do to improve further

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

- strengthen the assessment of children's starting points to precisely consider what parents say their children can do and know when they first start
- build on children's ability to be creative and have their own ideas, specifically during art activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. He looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder evaluates her practice well. She gives parents and children the opportunity to feedback to her on her strengths and areas to improve further. The childminder has used their comments to enhance aspects of her practice. This includes providing more regular and detailed feedback to all parents on their children's progress. Safeguarding is effective. The childminder has an up-to-date knowledge of safeguarding legislation. She knows how to identify and report concerns about the welfare of children. Risk assessments are thorough to help minimise potential hazards to children in the house, garden and on outings.

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

The childminder observes and plans for children's learning effectively to help them learn the knowledge and skills they need for the next stage in their learning, including school. The activities provided are rich and help to promote all areas of children's learning and development. For example, the childminder plays in the sand tray with the children. She teaches younger children how to share and take turns with the sand tools. The childminder demonstrates to them how to grasp the different resources, such as a trowel. The childminder extends the learning of older children. She encourages them to make marks in the damp sand to develop their early writing skills. The childminder asks the children to count the legs of an octopus they have made with sand to promote their mathematical development. The childminder interacts well with children to help promote their communication skills. One of ways she does this is by using open-ended questions to help encourage children develop conversation skills.

### Personal development, behaviour and welfare are good

The childminder's home and garden are welcoming and stimulating. Since the last inspection, she has developed the range of text available in her home to support children's early reading skills. For example, when children arrive they find their name written on a piece of card and put it on the door as they learn to recognise familiar words. The childminder promotes children's healthy lifestyles effectively. She provides nutritious food for children to eat and teaches them how to follow good hygiene routines. Children thoroughly enjoy playing in the childminder's garden. They have great fun chasing after bubbles and learning how to pedal toy cars as they develop good physical skills. Children have good relationships with the childminder. When they want reassurance, they go to her for physical affection as they feel secure in her care.

### Outcomes for children are good

All children make good progress in their learning. Those who speak English as an additional language are learning new words and how to say them correctly. Children are imaginative. They use role-play toys to act out different roles in their play, such as cooking food for others. Children have high levels of engagement and motivation for learning. They join in with activities and sustain their attention.

## Setting details

<b>Unique reference number</b>	EY365349
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1070939
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 December 2014
<b>Telephone number</b>	

The childminder registered in 2008. She lives in Aldershot, Hampshire. The childminder operates from 7.15am to 6.30pm Monday to Friday, all year round, except for bank holidays and family holidays. She receives funding to provide free early education for three- and four-year-old children. The childminder holds an appropriate early years qualification at level 3.

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Piccadilly Gate  
Store St  
Manchester  
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