

Childminder Report

Inspection date

8 March 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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. The childminder knows children well and continually assesses their achievements to help her plan for what they need to learn next.
- The childminder supports children's emotional development well. As a result, children are happy, settled and build trusting relationships.
- Children enjoy books. For instance, they look at a book with the childminder and she stimulates discussion about the pictures and asks them questions that help to develop their thinking skills further.
- Effective partnerships between the childminder and the parents mean that parents are well informed about their children's care and learning.
- The childminder has a positive attitude to the continuous development of her provision, for example, she recently updated her safeguarding training to refresh her knowledge.

It is not yet outstanding because:

- The childminder's structured routine during the day does not allow time for children to follow their own interests fully and make independent choices about their play.
- The childminder has not established links with other early years settings that children attend, to share information and enable her to complement children's learning fully.

What the setting needs to do to improve further

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

- provide greater opportunities for children to follow their own interests and support their independent learning
- strengthen links with other early years settings that children attend, to help provide continuity for children's learning and development.

Inspection activities

- The inspector observed activities and interaction between the childminder and the children, and reviewed the play equipment and resources.
- The inspector spoke with the childminder at appropriate times during the inspection, including discussing the impact of teaching after observing activities.
- The inspector viewed the areas of the premises used for childminding and talked to the children at appropriate times.
- The inspector looked at documentation, including a sample of children's records.
- The inspector discussed how the childminder evaluates her provision.

Inspector

Dinah Round

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her role and responsibilities to keep children safe and the procedures to follow if she has a concern. She supervises children well and teaches them about risks in the environment to promote their safety. For example, children learn not to stand, but to sit, on their chairs so they do not fall. The childminder continues to review her provision and is keen to develop her practice further. For instance, following speech, language and communication training, she has introduced more songs and rhymes to support children's language development further. Parents comment positively on how the childminder supports children's language development.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder plans enjoyable and stimulating play activities that keep children purposefully occupied and engaged. For example, children explore the feel of cornflour and observe how it changes as they add water, telling others it feels 'sticky' and 'gooey'. The childminder provides tools for children to use with the liquid, such as spoons and small containers, to support their small-muscle skills and dexterity. Children show good control as they scoop the mixture into the containers and figure out how much more they need to fill them. Children go on regular outings in their local environment, such as to local farms and parks, which help to widen their learning experiences. The childminder also takes children to local activity groups so they can socialise with other children.

Personal development, behaviour and welfare are good

The childminder's home is safe and welcoming. Children have good relationships with the childminder and show that they are settled and feel secure. The childminder works closely with parents to make sure that children's individual needs are met to promote their good health. Children behave well. They understand the need to care for toys and the furniture, such as not to jump on the sofa. Children are helpful at tidy-up time as they eagerly use a brush and dustpan to sweep up the cornflour. The childminder thanks the children and praises their achievements, which boosts their confidence and sense of self-esteem.

Outcomes for children are good

All children acquire the skills they need for the future and the next stage in their development. They develop good social skills, communicate well with others and become increasingly independent in their personal care. For example, they show care and control as they butter their toast at snack time. Children take part in a variety of activities that helps to support their mathematical development and early literacy skills.

Setting details

Unique reference number	EY494353
Local authority	Hampshire
Inspection number	1027209
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 5
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She lives in Bishops Waltham in Hampshire. The childminder provides care each weekday during school term time. The childminder holds an early years qualification at level 3.

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