

Childminder Report

Inspection date	19 April 2018
Previous inspection date	21 October 2015

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 clearly demonstrate they enjoy their time with the childminder. They seek her out to share their excitement or for cuddles and reassurance. She supports their emotional development well.
- The childminder is a good role model for children. She is calm and quietly spoken. Children respect the childminder and their behaviour is positive.
- The childminder builds good partnerships with parents from the start. For example, she works with parents to ensure children have nutritious meals. Parents are very happy with the care and support the childminder provides.
- Children enjoy learning about the natural world. For example, they feed the fish with delight and enjoy watching spiders outdoors using magnifying glasses.
- The childminder plans activities and outings to support and extend children's learning and development. For example, they visit the local castle to explore and climb. Children make good progress in their learning from their starting points.

It is not yet outstanding because:

- The childminder does not always build on partnerships with other settings children attend, to strengthen the consistency of shared care and learning experiences.
- The childminder does not maximise opportunities during daily routines to further support children's independence and engagement in learning opportunities.

What the setting needs to do to improve further

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

- build on communication and partnerships with all other settings children attend, to strengthen children's shared care and learning experiences
- help children develop their already good independence skills even further and maximise learning opportunities during everyday routines.

Inspection activities

- The inspector observed the childminder and children as they played. She listened to their interactions and talked to them at appropriate times.
- 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.
- The inspector took note of written views from parents.
- The inspector viewed 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 understands her responsibility to promote children's welfare. She knows what procedures to follow if she has any concerns. The childminder keeps her knowledge and practice current. For example, she attends training and shares new developments with other childminders. The childminder reflects on her practice and makes plans for ongoing improvements. For instance, the childminder made an activity board in the porch area to help keep older children occupied while she helps younger children put on their shoes and coats ready to go outdoors. The childminder reflects that this has been a very positive addition to her setting.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She takes an active interest in children's current fascinations and uses these to support their learning and development. For example, children enjoy imaginative play with superheroes and finding pictures of their favourite characters to colour in. The childminder makes observations and assessments of children's learning and shares these with parents. Parents also share their own observations of what children can do at home. The childminder quickly identifies any weaker areas and makes plans to close these gaps swiftly. The childminder supports children's mathematical development well. For example, as children play she adds in language about position and size.

Personal development, behaviour and welfare are good

The childminder provides a calm and inviting learning environment. Children have access to a good range of resources. For example, they enjoy exploring knights and a castle. The childminder teaches them new words as they play, such as 'shield'. This helps to effectively support children's communication development. Children enjoy many exciting outings to the local farm, parks and music groups. These give children the opportunity to see different people and learn about the wider world.

Outcomes for children are good

Children learn many skills to help them as they move on to school. For example, they learn to recognise and form written letters. They know what numbers look like and how to place them in order. Children are confident, motivated and eager learners, and they explore new resources with great enthusiasm. Children negotiate confidently with each other and take turns to use resources. Children understand simple rules to help keep them safe. They make decisions and choices as they play and learn to think of solutions to problems. For instance, they explore how to raise a table up to make a den.

Setting details

Unique reference number	111505
Local authority	Hampshire
Inspection number	1126595
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	21 October 2015
Telephone number	

The childminder registered in 1997. She lives in Waterlooville, Hampshire. The childminder 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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