

Childminder Report

Inspection date

3 May 2018

Previous inspection date

5 November 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 enjoy their time with the childminder. They share their enthusiasm when they make discoveries as they play, or seek her out for cuddles and comfort. She supports their emotional development well.
- The childminder knows the children very well. She understands what the children like to play with, their current interests and what resources will help to engage them in their learning. Children make good progress in their learning from their starting points.
- The childminder provides an inviting learning environment. There are many exciting resources imaginatively displayed for children to find and to help support their learning and development. The childminder also gives children a variety of experiences through outings and activities that help them to learn about the wider world.
- The childminder works effectively to build strong partnerships with parents and other settings children attend. This helps to support continuity in children's care and learning. Parents report they are very happy with the care and support the childminder provides.

It is not yet outstanding because:

- Occasionally, the childminder completes tasks for children that they could manage themselves, which does not strengthen their independence skills even further.
- The childminder does not consistently keep her knowledge of any changes to early years legislation current to help extend her skills and the outcomes for children.

What the setting needs to do to improve further

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

- support children to develop their already good independence skills even further
- engage with further professional development opportunities to keep knowledge up to date and to strengthen existing skills to help raise children's outcomes even higher.

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 teaches children about their safety as they play. For instance, she reminds children to wear their sun hats, as it is a sunny day. She is a good role model for children, for example, and she wears a sun hat too. The childminder reflects on her practice and her setting and invites parents to share their views. She makes plans for ongoing developments and improvements, such as constructing a new shed outdoors to allow children easier access to resources.

Quality of teaching, learning and assessment is good

The childminder monitors the progress children make and understands how to effectively support children and extend their learning. For example, she plans activities for children and plays alongside children to support their learning. The childminder promotes children's mathematical development well, for example, through counting activities and comparing the sizes of dolls. She supports children communication development very effectively. For instance, she comments on what children are playing with and introduces new words for children to learn, such as 'squish' and 'squash' as they explore dough.

Personal development, behaviour and welfare are good

Children behave well. They understand simple rules and boundaries, such as why they need to sit still to eat. The childminder talks to parents to help them supply healthy lunches for their children and she provides children with a variety of nutritious snacks. The childminder supports children's active lifestyles. For instance, children enjoy pushing their dolls' buggies along the cycle path and walks in the local country parks and on beaches. The childminder helps children to explore using clothes pegs, encouraging them to squeeze hard to open their pegs. She supports their physical development well.

Outcomes for children are good

Children are confident and busy learners. They actively explore the environment and resources with enthusiasm. Children make choices and decisions about what they play with throughout the day. They develop good social skills as they play alongside and with their friends. Children learn how to persist and keep on trying, for example, when their buggy wheels are stuck on the step. They develop imaginative skills, such as pretending foam circles are biscuits and saying 'yum yum'. Children learn many skills that will support them to move on to school.

Setting details

Unique reference number	110832
Local authority	Hampshire
Inspection number	1126585
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	5 November 2015
Telephone number	

The childminder registered in 2000. She lives in Gosport, Hampshire. The childminder provides care from Monday to Friday from 6.30am to 5.30pm throughout the year. She receives funding for the provision of free early education for children aged two, three and four years. The childminder holds a recognised early years qualification at level 3.

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