

Childminder Report

Inspection date

10 May 2018

Previous inspection date

7 September 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 have fun at the childminder's house. The childminder and her co-childminder are playful learning partners and children enjoy spending time with them. Children share their excitement as they play and seek comfort when they are tired. The childminder supports their emotional well-being effectively.
- Children behave well and learn good manners. The childminder and her co-childminder are positive role models.
- The childminder builds effective partnerships with parents. Parents are fully involved in their children's time at the setting and contribute their own observations of what children can do at home. This helps the childminder monitor children's progress and ensures a consistent approach to children's care and learning. All children make good progress from their starting points.
- The childminder is fully informed of changes and developments in early years. She keeps her knowledge current, for example, by attending training and sharing practice with childminder colleagues.

It is not yet outstanding because:

- At times, the childminder completes tasks for children that they could try themselves and does not fully support their developing independence.
- The childminder does not have a consistent approach in her teaching of how to form letters, which may be confusing for children.

What the setting needs to do to improve further

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

- increase opportunities for children to be able to try and complete tasks for themselves and support their developing independence skills
- ensure that a consistent approach is used when teaching children how to form letters.

Inspection activities

- The inspector observed the childminder, her co-childminder and the 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 is knowledgeable about many child protection issues and what actions to follow if she has concerns. The childminder works effectively with her co-childminder to evaluate their setting. Together, they reflect on any changes they make to the setting and make plans for ongoing improvements. For example, parents said they would prefer daily electronic communication rather than handwritten communication. The childminder has now changed this and says parents are very happy with their new methods of communication.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She knows what they like to play with and how they engage in their learning best. For example, some children prefer to play and learn outdoors. The childminder ensures that these children have equal opportunities to learn outdoors. The childminder makes plans to support and extend children's learning and close any gaps. She supports mathematical development well. For example, she comments on the shapes of threading beads that younger children use. The childminder challenges older children to recognise and order numbers to make resources for games.

Personal development, behaviour and welfare are good

Children enjoy a variety of opportunities to explore the local area and learn about the wider world. For example, they visit the woods and airport. They see different people in different places and develop an understanding of diversity. The childminder encourages children to be active, such as when they visit the local parks and dance energetically to music. This supports their physical development effectively. The learning environment is attractive and has a good range of resources to help support children's learning. Children can easily access resources and make choices in their play.

Outcomes for children are good

Children are confident and they explore the resources available with enthusiasm. They develop good communication skills, which they use effectively, such as when they discuss going into hospital and having x-rays taken. Children learn good social skills, such as when they play with their friends and eat meals together. They take turns and share resources. Children learn about keeping themselves safe. They understand simple boundaries and rules, such as sitting down to eat and drink and taking care on the steps. Children learn many skills that will support them as they move on to school.

Setting details

Unique reference number	110870
Local authority	Hampshire
Inspection number	1126586
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	7 September 2015
Telephone number	

The childminder registered in 1996. She lives in Blackwater, Hampshire. She works with another registered childminder. They provide care Monday to Friday from 8am to 6pm throughout the year. The childminder receives funding for the provision of free early education for children aged two, three and four years. She holds a relevant early years qualification at level 3.

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