

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

- The childminder and his co-childminder provide a welcoming environment. Children enjoy their time playing and learning. They develop good social skills as they play with their friends and the childminders.
- The childminder's teaching is responsive to children's interests. He follows children's lead, then skilfully supports and extends their learning as they play. Children make good progress in the learning from their starting points.
- Children are happy and settled in the childminder's care. Younger children seek him out for help to negotiate steps and to play alongside them. Older children are delighted to have a playful partner to share their games. He supports their emotional development effectively.
- The childminder reflects and evaluates with his co-childminder about their setting and their practice. They seek the views of parents and make plans for ongoing developments. Parents are very happy with the care and support they provide.

It is not yet outstanding because:

- At times, routines are not organised effectively and younger children are kept waiting rather than playing and learning.
- Older children do not consistently have the opportunity to fully develop their curiosity and learn new skills, as some resources are not easily accessible or available to them.

What the setting needs to do to improve further

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

- review the organisation of routines to help minimise waiting times for younger children and ensure they make the most of their time in the setting playing and learning
- provide a wider range of resources to help older children fully develop their curiosity and try new skills to extend their learning even further.

Inspection activities

- The inspector observed the childminder, his 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

The childminder builds good relationships with parents and other settings that children attend. This supports continuity and consistency in children's care and learning. Safeguarding is effective. The childminder understands his role in keeping children safe and promoting children's welfare at all times. He knows what signs may indicate a concern and what procedures to follow to act promptly on concerns. The childminder is proactive in seeking out further developments. For example, he is now a registered forest school childcarer. The childminder visits local woods each week for outdoor learning with children. He reflects that this has been a positive change to the learning opportunities he provides for children.

Quality of teaching, learning and assessment is good

The childminder makes regular accurate observations of children's play and learning. He monitors the progress children make and devises plans to close any gaps. For example, the childminder uses songs, rhymes and stories to support children's communication development. Children develop a good understanding of mathematical concepts as they play. For instance, the childminder asks them to search for shapes in the environment to match the shapes in their play. The childminder supports children to develop their expressive skills. For example, he plays music for children to dance to, encouraging them to listen carefully and move slower or faster depending on the speed of the music.

Personal development, behaviour and welfare are good

The childminder offers children many opportunities to discover the diversity of the wider world. For instance, they visit local parks, social groups and watch trains. The childminder has high expectations for children's behaviour. He helps children learn about what is acceptable and they behave well. The childminder helps children to develop a sense of responsibility. For instance, he encourages older children to show younger children how to play with resources. The childminder offers lots of positive praise, which raises children's self-esteem. The childminder works effectively with parents to ensure they supply healthy meals and snacks for their children.

Outcomes for children are good

Children respect the simple rules and boundaries put in place to keep them and others safe. They are independent and confident learners. Children are highly curious and motivated. For example, they are fascinated by the effect of wind on windmills and persist in experimenting with different positions to discover where the wind blows strongest. Children develop a good range of skills to support them as they move on to school.

Setting details

Unique reference number	EY433959
Local authority	Hampshire
Inspection number	1131553
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 2011 and works with another registered childminder. He lives in Blackwater, Hampshire. The childminder provides care Monday to Friday from 8am to 6pm throughout the year. He holds a relevant early years qualification at level 3.

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