

# Childminder Report

**Inspection date**

14 May 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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**

- The childminder works closely with her assistants to reflect on improvements, which have a positive impact on children. For instance, recent changes made to the way she displays books help older children freely choose and share favourite stories to promote their literacy skills. Outcomes for children are good.
- The childminder has a good understanding about how children learn. She provides children with a wide range of interesting activities, which helps to motivate their play. For instance, babies enjoy exploring sand and dough and gain good control of their small-muscle skills.
- The childminder forms close relationships with children. She is warm and caring and provides children with comfort and reassurance to help them feel emotionally secure.
- Partnerships with other early year's settings children attend are effective. For example, the childminder shares information about what children enjoy doing and the progress they make and uses this to complement learning. Children benefit from a shared approach and make good progress from their starting points.

**It is not yet outstanding because:**

- Occasionally, the childminder does not use her good knowledge of children to target precise ways to help them achieve their individual next steps in all areas of learning.
- Although the childminder routinely shares information about children's progress with parents, she does not include full details of precisely what children need to learn next, to help maximise children's learning at the setting and at home.

## What the setting needs to do to improve further

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

- focus more precisely on what children need to learn next to sharply target teaching and help children to make the best possible progress in all areas of learning
- make better use of the systems for exchanging information with parents and help them to continue to guide their child's learning at home.

### Inspection activities

- The inspector spoke to the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector observed the quality of teaching and children's learning, and evaluated activities with the childminder.
- The inspector checked evidence of the suitability of the childminder and looked at a selection of children's records and safeguarding procedures, and discussed the childminder's self-evaluation process.
- The inspector had a tour of the parts of the childminder's home she uses for the care of children.
- The inspector took account of the written views of parents provided on the day of the inspection.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has made a good start to childminding. She is committed to her role in providing children with good-quality care and learning experiences. Safeguarding is effective. The childminder and her assistants have a good knowledge of how to keep children safe and how to identify and report any concerns about children's welfare. The childminder supports her assistants effectively and they attend regular training to help develop their teaching skills. For instance, recent training has improved how she uses activities to support children's individual learning styles. Parents speak very highly of the childminder and the 'home-from-home' setting she provides for their children.

### Quality of teaching, learning and assessment is good

The childminder and her assistants use their knowledge and experience well to tailor children's learning to support their good progress. The childminder observes and monitors children's learning effectively. She plans activities carefully and captures opportunities to build on what children know and can do, to broaden their learning experiences well. For example, she teaches children the name of colours as they use tweezers to pick up pompoms and put them in the same coloured tubes. The childminder promotes children's thinking skills well and gives them time to think through and answer her questions. For instance, as children choose their favourite book, they think what might make steam as it goes along the track. They respond excitedly with 'it's the train'.

### Personal development, behaviour and welfare are good

The childminder and her assistants supervise children well. They capture opportunities to help build children's physical skills. For instance, children learn how to push themselves along on scooters and take turns in pulling each other along on the toy tractor. The childminder places a good focus on helping children to develop their social skills and children behave well. For instance, she encourages children to use good manners when sharing toys, as they learn to say 'please' and 'thank you' and to show respect for their friends. The childminder helps children to learn about the wider community through a variety of experiences to help raise their awareness of the world.

### Outcomes for children are good

Children are happy, settled and develop positive attitudes to learning. They gain skills that prepare them well for their future learning, including school. For instance, toddlers develop good independence skills, such as putting on their shoes and hats before going to play in the garden. They learn new words about colours, sizes and numbers as they play with dough. Babies learn how to manipulate small bricks as they pass them from hand to hand. All children enjoy activities which motivate their creative play. For instance, they enjoy singing favourite nursery rhymes, use musical instruments and learn how to move different parts of their bodies to action songs.

## Setting details

<b>Unique reference number</b>	EY498670
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1043525
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016 and lives in Liss, Hampshire. The childminder offers care on Monday to Thursday from 7am to 6pm and on Friday from 7am to 5.45pm. The childminder works with two assistants. The childminder is in receipt of funding to provide free early education for children aged two, three and four years old.

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