

# Childminder Report

**Inspection date**

25 June 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 takes a professional approach to building on her skills and knowledge since registration, to drive improvement. For instance, she has developed good systems to observe and assess children's progress and plan for their future learning. All children make good progress in their learning and development.
- The childminder is kind, calm and sensitive in her approach to behaviour management. She uses her interactions with children to help them learn about rules of her setting. Her clear, consistent boundaries contribute towards the positive attitudes children adopt.
- The childminder plans a good range of hands-on activities which helps children to gain a good understanding about the natural world. For example, children enjoy learning to plant, harvest and cook fruits and vegetables.
- The childminder takes positive steps to evaluate her practice and to make improvements. For instance, she has made changes to her garden to help support children who prefer to learn outdoors.

### It is not yet outstanding because:

- The information the childminder gathers when children start attending is not always detailed enough to help her to quickly identify children's starting points.
- The childminder has not fully explored how to involve parents more meaningfully in their children's learning.

## What the setting needs to do to improve further

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

- gather more detailed information about what children know and can do on entry to the setting, in order to plan more swiftly and precisely for their ongoing learning
- enhance the ways in which parents are encouraged to support their children's learning in the setting and at home.

### Inspection activities

- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector toured the parts of the childminder's home and garden that children use.
- The inspector checked evidence of the suitability of the childminder. She looked at a selection of children's records and safeguarding procedures, and discussed the childminder's self-evaluation process.
- The inspector had discussions with the childminder about her practice and children's learning and development.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough understanding of child protection issues, including the procedures for reporting any welfare concerns, to keep children safe from harm. The childminder has detailed policies and procedures to underpin her good practice. She maintains a safe and secure environment for children. The childminder effectively uses risk assessments to identify and minimise potential hazards in her home, garden and when taking children on outings. The childminder keeps a close check on children's progress and shares children's key achievements with parents, to keep them informed. Parents speak positively about the childminder. They comment on the range of activities she provides and how their children are happy and enjoy coming to her setting.

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

The childminder has a good range of toys and resources which motivates children's play. Children freely choose from activities and the childminder follows their individual interests well. For instance, children choose their favourite books. As the childminder reads to them, she encourages them to think about what characters are doing and what might happen next. Children gain a good understanding about the wider world and the childminder captures opportunities to build on their growing knowledge. For instance, as children complete a puzzle, the childminder teaches them the names of different animals and talks about the different countries that they live in.

### Personal development, behaviour and welfare are good

Children develop good relationships with the childminder, who is kind and caring. Children are comfortable and secure in her care and play happily in her home. This helps to support their emotional well-being effectively. The childminder provides children with a wide range of healthy meals and snacks and helps children learn about routines to promote their independence. For instance, children wash their hands before snack time and learn how to use knives carefully to cut up some of their snacks. Children behave well. They learn how to follow age-appropriate routines, such as tidying away toys and resources, to help them gain skills that prepare them for their future learning.

### Outcomes for children are good

Children are confident and inquisitive learners who concentrate well in activities that interest them. They gain some good mathematical skills, such as counting. They develop good small-muscle skills in activities, such as when they manipulate puzzle pieces to work out where they fit. Children develop good speaking and listening skills and begin to answer questions confidently. For instance, as they play with toy animals they notice that cheetahs have spots and tigers have stripes, and know that lions, tigers and cheetahs are all yellow.

## Setting details

<b>Unique reference number</b>	EY498386
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1042956
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<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 Church Crookham, Fleet, in Hampshire. She operates all year round from 7.30am to 5.45pm, Monday to Friday. The childminder is able to receive funding to provide free early education for two-, three- and four-year-old children.

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