

# Childminder Report

**Inspection date**

2 July 2018

Previous inspection date

27 July 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 has successfully addressed the actions and recommendations made at her last inspection. For instance, she completes effective risk assessments to ensure she creates safe and secure areas for children to play and learn.
- Children are happy and confident and develop secure relationships with the childminder who is kind and caring and responds to their individual care needs well. This helps to ensure children's emotional well-being is supported effectively.
- The childminder has a good understanding of how children learn and skilfully uses spontaneous play opportunities to build on what children know and can do. All children make good progress and gain the skills they need for their next stage in learning, including school.
- The childminder makes improvements to her provision to benefit the children in her care. For instance, changes to the way she stores resources helps children to choose independently from toys that motivate their play.

### It is not yet outstanding because:

- The childminder does not always share enough information with other early years settings children attend, to promote consistency and continuity in children's learning.
- The childminder's professional development plans are not sharply focused on training to help her to continue to develop her knowledge and teaching skills to the highest levels.

## What the setting needs to do to improve further

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

- extend the range of information shared with other early years setting that children attend, to improve the continuity and support for children's learning experiences
- strengthen the programme of training and professional development, to help raise the quality of teaching and learning to the highest level.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and the impact this had 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 and looked at a selection of children's records and safeguarding procedures, and discussed the childminder's self-evaluation process.
- The inspector took account of the views of parents provided in writing on the day of the inspection.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

Children play safely under the childminder's supervision and guidance. The childminder keeps up to date with essential training, such as safeguarding and first aid, to help keep children safe. The childminder has a good understanding of child protection procedures to follow should she be concerned about a child's welfare. Safeguarding is effective. The childminder uses self-evaluation well to review and enhance her setting. She involves parents and children in her reflective practice and makes changes that ensure outcomes for children are good. The childminder keeps a close check on children's progress and shares information with parents regularly. Parents speak positively about how the childminder offers advice and works on strategies to help promote consistency between home and the setting.

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

The childminder is qualified and experienced and provides children with good quality learning opportunities. She makes regular observations and assessments to plan good play experiences and extend children's learning well. For instance, as children build towers, the childminder teaches them about the different names of the wooden shapes they use. The childminder places a strong focus on supporting children's literacy skills. For example, she helps to support younger children's listening and attention skills as they share favourite audio stories. The childminder helps older children to develop their writing skills as she encourages them to talk confidently about what they draw. She provides them with a good variety of resources to help them develop their small-muscle skills.

### Personal development, behaviour and welfare are good

Children's behaviour is good. The childminder consistently helps children learn about behavioural expectations through gentle guidance and praise. Children respond well and develop good relationships with the her and with each other. The childminder helps children to learn some age-appropriate routines to promote their independence. For instance, children learn to put on and fasten their shoes and follow good hygiene routines, such as washing their hands before they eat. Children enjoy a variety of opportunities to gain fresh air and be physically active each day. The childminder makes the most of these opportunities to teach children how to keep themselves safe. For example, children learn how to walk safely along the roads on their way to and from school.

### Outcomes for children are good

Children make consistently good progress from their starting points in learning. They gain skills that support their future learning, including their eventual move to school. Younger children are confident communicators and gain good listening, attention and speaking skills. Older children have a positive approach to their learning and demonstrate a willingness to explore and try new things.

## Setting details

<b>Unique reference number</b>	113312
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1112152
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	27 July 2017
<b>Telephone number</b>	

The childminder registered in 1996. She provides care for children Monday to Friday from 8am until 6pm, for most of the year. The childminder holds an appropriate early years qualification at level 3. The childminder is able to receive funded early education for two-, three- and four-year-old children.

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