

Childminder report

Inspection date	3 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

The provision is good

- Children are very happy. They settle well and enjoy spending time with the childminder. The childminder has a good understanding of children's individual care needs, and provides kind and sensitive support for each of them, which helps to successfully support their emotional well-being.
- The childminder consistently promotes children's mathematical skills through their play and routines. She takes opportunities that arise to help older children to count and calculate. All children make good progress.
- The childminder uses observations alongside information from parents to assess children's starting points. She has a good understanding of children's needs and interests, and effectively tracks their learning to identify gaps in development.
- Children are welcomed into a warm, caring and well-resourced environment where they make independent choices about their play.

It is not yet outstanding because:

- The childminder does not make the most of possible links with other settings children attend, to enable them to share meaningful information about the children's learning.
- The childminder does not always fully consider the organisation of planned activities to minimise the waiting for younger children and keep them engaged while they wait their turn.

What the setting needs to do to improve further

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

- build stronger links with other settings that children attend, and promote a more shared approach to supporting their progress
- ensure the youngest children are supported and engaged while waiting their turn during planned activities.

Inspection activities

- The inspector observed the children's learning and the childminder's teaching during a range of activities.
- The inspector spoke with children and the childminder at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including the childminder's policies and the children's learning records.
- The inspector checked evidence relating to the childminder's suitability to work with children, and spoke with parents, taking account of their views.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities to keep children safe from harm and what to do should she have a concern about a child in her care. The childminder keeps up to date with guidance to ensure that her policies and procedures are current and robust. She ensures her statutory training is up to date and regular risk assessments help her to keep children safe. The childminder uses her established links with other childminders to reflect on and share practice ideas. The childminder manages routines well and consistently supervises children to help to keep them safe. She welcomes parents' views and uses what she knows about children to help her broadly self-evaluate her provision.

Quality of teaching, learning and assessment is good

The childminder encourages children to develop a positive interest in early literacy and writing. She offers a wide range of opportunities for all children to read, write and make marks. For example, older children write down names they would like to call a baby dinosaur. The childminder supports children's communication and language skills effectively. For example, when younger children engage in role play, the childminder introduces new words and models language to extend their vocabulary. With older children, she asks questions, prompts memory recall and holds discussions, such as about dinosaur nests and the eggs that they lay. The childminder promotes children's good self-esteem by providing praise and encouragement in a positive manner.

Personal development, behaviour and welfare are good

Children are happy in the childminder's care. For instance, they climb on her lap for cuddles and invite her to join in with their play. Partnership with parents is strong, and the childminder has developed trusting relationships with the families she cares for. She swaps information with parents daily to ensure children receive a high quality of care and education. The childminder places high value on fresh air and exercise. The garden and regular trips to the park provide opportunities for children to be physically active. For example, children enjoy nature walks in the park, and practise their bat and ball skills in the garden. This contributes to their emotional and physical well-being.

Outcomes for children are good

Children make good progress towards their next stages in development and eventual move on to school. They develop strong independence skills as they tend to their own self-care needs, such as toileting and handwashing. Children are confident to speak and express their ideas. Younger children are encouraged to independently access the resources they wish to play with. For example, they know where the paper and stampers are, and help themselves when they wish.

Setting details

Unique reference number	EY538062
Local authority	Hampshire
Inspection number	10077115
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in Liphook, Hampshire. The childminder works from Monday to Thursday, all year round. She holds a full and relevant childcare qualification at level 3.

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