

Childminder report

Inspection date	6 November 2018
Previous inspection date	12 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 develop strong bonds with the childminder who is kind, caring and attends to their individual needs well. Children are happy, confident and settle happily in the childminder's home.
- The childminder promotes younger children's communication and language skills well. Children rapidly learn about new words and are confident when speaking to the childminder and to each other. All children make good progress in their learning.
- Children enjoy a variety of activities to help them develop good physical skills. For instance, older children learn to push themselves along on ride-on bicycles, and babies confidently practise standing. The childminder helps to support their confidence in their physical abilities well.
- The childminder provides a safe and secure environment for children to play and learn. She has a good understanding of how to identify potential hazards in her home and garden, and takes effective action to minimise these to keep children safe.

It is not yet outstanding because:

- Children's next steps in learning are not always appropriately focused and concise enough to help them to make the best possible progress.
- 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.
- The childminder does not consistently share ideas with parents of how they can support their children's learning and development at home.

What the setting needs to do to improve further

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

- improve planning to focus more precisely on what children need to learn next, to help them achieve the best possible outcomes
- build on the professional development programme to raise the quality of teaching and children's outcomes to the highest possible level
- provide parents with further guidance and ideas of how they can support their children's learning and development at home.

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 has on children's learning.
- The inspector had a tour the parts of the childminder's home that children use.
- The inspector checked evidence of the suitability of the childminder and her assistant, and 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 leadership and management is good

Safeguarding is effective. The childminder understands her roles and responsibilities to keep children safe. She makes good use of new knowledge from regular training, to ensure she knows the action to take if she has concerns about a child's welfare. The childminder occasionally works with an assistant and supports him well. She shares her policies with him and ensures he maintains a current paediatric first-aid qualification and up-to-date safeguarding knowledge, to maintain his good practice. Overall, the childminder evaluates her provision to make continuous improvements well. Recently, she has remodelled her outdoor environment. As a result, children now have easy access to all activities available to them, to support those children who prefer to learn outdoors.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how to provide activities to support children's individual interests. She adapts activities to meet the differing learning needs of children well. For instance, as babies and older children experiment with cooked pasta, the childminder talks about the textures of the pasta. She introduces new words such as 'squishy' and 'sticky', as older children repeat back these words confidently. The childminder supports babies to gain confidence in their physical skills, such as helping them to pull themselves to stand up, as they confidently join in with exploring with the pasta. The childminder keeps a close check on children's good progress. She gains an effective range of information about children's abilities from their parents, when they first start and keeps parents informed of their children's key achievements through her daily discussions.

Personal development, behaviour and welfare are good

Children develop good relationships with the childminder and with each other. The childminder attends to children's care needs well. For instance, she changes babies out of wet clothes after playing outside. The childminder treats children with kindness and respect and uses opportunities to praise children, to help build their self-esteem. Children behave well and are kind and caring. The childminder provides a variety of activities which help to support children's good health. For instance, children enjoy daily opportunities to gain fresh air and exercise, such as on their walk to school. Parents comment positively on the variety of opportunities the childminder provides for their children to learn about the wider community. For instance, children enjoy trips to the park, music and movement groups and enjoy opportunities to meet with other children, to help support their social skills.

Outcomes for children are good

Babies gain good physical skills and develop good early communication and language skills. For instance, they listen to the childminder say, 'Goodbye' as they smile and wave at her. Older children gain good speaking skills, and rapidly learn new words, to help build on their good conversational skills. For instance, as they touch the textured Christmas tree in a book, they talk about the 'scratchy' feel of this. Children gain skills that prepare them well for their next stage in learning, including school. They are inquisitive and confident learners, who engage well in activities that interest them.

Setting details

Unique reference number	EY466543
Local authority	Hampshire
Inspection number	10068897
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 March 2014

The childminder registered in 2013 and lives in the Chandlers Ford area of Hampshire. The childminder provides care for children Monday to Friday from 7am to 6pm, for most of the year. The childminder is registered to receive funding for children aged two, three and four years of age.

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