

Childminder report

Inspection date	13 November 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

- The childminder gathers information from parents on what their children already know and can do for themselves, and their interests. She uses this information well to develop starting points for children's learning.
- The childminder tracks children's progress successfully. This helps her identify any weaker areas in their learning. The childminder knows how to find appropriate support from other professionals, if necessary, to help all children make good progress.
- The childminder forms strong, positive relationships with the children. Effective settling-in arrangements ensure that children's emotional well-being is supported from the start. Children settle very quickly in the warm and caring environment.
- The childminder takes children to a number of local groups where they mix with children of a similar age. She helps them to gain confidence and develop good social skills, which will support their eventual move to school.

It is not yet outstanding because:

- The childminder does not make the most of opportunities during daily routines to develop children's understanding about how to keep themselves healthy.
- On occasions, the childminder misses opportunities to support children to understand about differences and similarities between themselves and other people.

What the setting needs to do to improve further

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

- make the most of opportunities to help children understand how self-care routines can help to maintain good health
- enhance children's understanding of the similarities and differences between themselves and others.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector looked at a sample of documents, including children's learning records, accident, incident and medication forms and the childminder's policies and procedures.
- The inspector spoke with the childminder and children at convenient times during the inspection.
- The inspector and childminder jointly considered the impact of teaching on children's learning.
- The inspector took account of the views of parents.

Inspector

June Robinson

Inspection findings

Effectiveness of leadership and management is good

The childminder evaluates the service she provides. She involves parents in this process to identify areas where she can improve further. For example, she has identified that she would like to introduce a wider range of sensory experiences for children using natural resources. The childminder continues to extend and develop her professional skills, and expertise. For instance, she has used professional webinars and the support of other childminders to engage in professional discussion and share good practice. Safeguarding is effective. The childminder keeps her knowledge of this area up to date. For example, she has recently undertaken further training relating to child protection. The childminder has a good understanding of how to recognise when a child is at risk and what to do if she has any concerns.

Quality of teaching, learning and assessment is good

The childminder plans interesting experiences that link well to children's interests and next steps in learning. Children spend long periods of time at these activities, immersed in their learning. For example, they investigate changes to ingredients as they make biscuit dough. The childminder offers children good opportunities to develop essential small-muscle skills in their fingers as they knead the dough. This helps to develop the muscles they will need when they start to learn to write. The childminder supports younger children's communication and language skills well. For instance, she extends their words into simple sentences and introduces new words into their vocabulary as they play.

Personal development, behaviour and welfare are good

Children behave well. They share, take turns with toys and play harmoniously together. The childminder is a good role model for children. She offers praise and encouragement and they develop good levels of confidence and self-esteem. Children have good opportunities to be physically active through a wide range of experiences and outdoor play opportunities. The childminder supports children well to become self-sufficient. Children enjoy being helpful, such as taking part in tidying away their toys when they have finished their play. They enjoy regular opportunities to be physically active, such as in the childminder's garden and during visits to local parks, to extend their physical skills.

Outcomes for children are good

Children are developing good confidence in their communication skills. They are curious and ask questions to extend their knowledge and understanding. Children develop a good understanding of some mathematical concepts, such as counting objects, and recognising numerals and their correct sequence. Young children develop an interest in early literacy, and enjoy looking at books and learn to treat them with respect. Children listen attentively to stories being read. They develop positive attitudes to learning.

Setting details

Unique reference number	EY539311
Local authority	Hampshire
Inspection number	10080163
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
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 Andover, Hampshire. She operates during term time only from Monday to Friday.

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