

Childminder report

Inspection date	27 November 2018
Previous inspection date	2 October 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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

This provision is good

- The childminder uses different professional organisations well to check and enhance her practice. For example, she completes different courses in safeguarding to check her knowledge and compares different ways of monitoring progress before choosing the one that best suits the needs of her families.
- The childminder is very effective in working with parents to establish what children can do and how, together, they can promote the next steps in children's learning. Her tracking and monitoring are precise and her assessments are accurate. She is quick to identify areas where children need more help or more opportunity to flourish.
- The childminder skilfully guides children of all ages to higher levels of independence. For example, babies soon learn to feed themselves with a spoon, toddlers climb confidently across different apparatus and older children dress themselves for school.
- Outcomes for children are good. They are familiar with different local environments, such as schools and churches. They know that new places provide new interests and have a positive approach to change.
- The childminder is unsure how best to target specific delays in children's speech and the impact this has on the development of their literacy skills.
- The childminder avoids using or talking about everyday technology with children because she is a little daunted by the unknown.

What the setting needs to do to improve further

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

- extend knowledge and teaching skills to promote children's highest levels of achievement in speaking and literacy.
- develop further knowledge, skills and opportunities to help children understand how to manage online technology wisely.

Inspection activities

- The inspector observed, listened to and talked with children as they played.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of the views of parents in written communication.
- The inspector spoke with the childminder about the impact of her training, experience and practice on children's well-being, learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of safeguarding and welfare concerns and acts appropriately when she is concerned about the safety of a child. She carefully assesses and reduces potential risks to children's health and safety in their daily activities. For example, children thoroughly enjoy frequent carefully managed outings to a local farm where the childminder keeps her horses. The childminder reflects well on her practice and seeks the views of parents to identify areas for further improvement. She is highly responsible in keeping up to date with professional requirements and including guidance in her policies, procedures and daily practice. She keeps parents well informed about her setting.

Quality of teaching, learning and assessment is good

The childminder reads widely and seeks to create even better learning opportunities for children. For instance, she recognises children's love of the outdoors and tries to ensure she encourages every area of their learning within their outdoor play. Children are fascinated to watch the changes that take place when they blow on ice from puddles and frost on Autumn leaves. The childminder helps children who like to collect sticks to use them to count, line them up and sequence sticks according to their length or thickness. Children learn about life cycles and learn to respect and care for their environment through rich experiences, such as feeding new lambs and holding day-old chicks. Toddlers proudly announce that this is an 'oak tree' and that is a 'red kite'.

Personal development, behaviour and welfare are good

The childminder is patient and observant. She gives children time to experiment and think through a problem without interfering and then adds a higher level of challenge and encouragement. For example, babies cleverly work out which rings stack on a thin stick and how to fit cubes onto a thicker stick. They show delight in their achievements and pleasure in having another go at a challenge. The childminder is sensitive and responsive to children's emotional needs. Children turn to her for cuddles, reassurance and to share their excitement. Attachments are secure, warm and trusting.

Outcomes for children are good

All children are well prepared for the next stage in their learning. Toddlers learn to mix well with other children, such as at toddler groups and soft play centres. Children chat to familiar adults about their likes and dislikes. They learn to respect that different people can have different views and ideas that they can explore further. Older children start school with the emotional strength, independence and confidence to feel positive and achieve. Parents acknowledge that their children are making 'great progress in all areas of their learning and development'.

Setting details

Unique reference number	EY418660
Local authority	Hampshire
Inspection number	10083433
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	7
Date of previous inspection	2 October 2014

The childminder registered in 2011. She works each weekday for most of the year.

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