

Childminder report

Inspection date	11 December 2018
Previous inspection date	16 March 2015

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

This provision is good

- The childminder accurately evaluates her provision and actively includes the views of parents and children to identify areas for further improvement. She meets regularly with other local childminders to exchange ideas and good practice.
- The childminder has warm and trusting relationships with children. This helps to support their self-confidence and sense of belonging.
- The childminder encourages parents to talk about their children's learning at home and to comment about the progress they make while in her care. She uses this information to help highlight development delays and provide support to close any gaps in learning. Children are making good progress from their starting points.
- Partnerships with other settings, such as the local school, are good. The effective two-way flow of information ensures a consistent approach to build on children's learning further.
- The childminder does not make the most of opportunities for children to make independent decisions and choices in their play.
- The childminder does not consistently provide young children with opportunities to explore and develop their own ideas, to maximise their learning.

What the setting needs to do to improve further

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

- increase opportunities for younger children to make further independent decisions and choices in their play
- develop opportunities for younger children to enhance their exploration skills and develop their own ideas, to maximise their learning.

Inspection activities

- The inspector had a tour of the premises and reviewed the resources with the childminder.
- The inspector observed the childminder and children during their activities and discussed her observations with the childminder.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments and the children's learning and assessment records.

Inspector

Jane Franks

Inspection findings

Effectiveness of leadership and management is good

The childminder has a thorough knowledge of the procedures to follow to keep children safe and secure. She knows whom to contact if she is concerned about a child's safety or welfare. Safeguarding is effective. The childminder completes thorough risk assessments of the premises and supervises children well. She implements her robust policies and procedures to help guide her practice. The childminder uses what she learns on training courses to help improve outcomes for children. For example, she has developed confidence in her ability to promote children's speech and language development.

Quality of teaching, learning and assessment is good

The childminder gathers relevant information from parents when children first start to help identify their child's individual needs and preferences. She completes ongoing observations and assessments and, overall, plans for children's individual learning effectively. Children eagerly ask questions, learn new words quickly and are eager to use them. For example, they ride on bicycles and confidently name the different countries they are 'visiting'. The childminder promotes children's speech and language well and supports children's pronunciation. Children investigate the feel of shaving foam. They develop physical dexterity, such as using tools skilfully. This helps to develop their coordination skills, in preparation for early writing.

Personal development, behaviour and welfare are good

Children settle quickly in the childminder's care and are eager to seek her company in their play. They talk about their families and experiences with enthusiasm, which helps them to learn about other people. The childminder teaches children to keep themselves healthy. For example, she provides nutritionally balanced meals and snacks. Children have plenty of fresh air and exercise, such as regular visits to the local woods and parks. The childminder uses opportunities such as these to help promote children's understanding of personal safety. The childminder builds on children's understanding of the world effectively. For example, children have opportunities to feed the rabbits, fish and guinea pigs. This helps them to learn how to care for living things.

Outcomes for children are good

Children settle quickly and are motivated to learn. They confidently count and use mathematical language as they play. Children learn to manage their personal care needs well. They demonstrate a real sense of responsibility for their environment, such as helping to tidy away toys. Children carefully connect objects together and develop an understanding of how things work. They learn a good range of skills that prepares them well for their next stage in learning and school.

Setting details

Unique reference number	EY319573
Local authority	Hampshire
Inspection number	10060912
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	18
Date of previous inspection	16 March 2015

The childminder registered in 2006. She lives in Selborne, Hampshire. The childminder works Monday to Friday, for most of the year. She receives funding to provide early education for children aged two, three and four years. The childminder holds an appropriate childcare qualification at level 3.

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Piccadilly Gate
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