

Childminder report

Inspection date	17 December 2018
Previous inspection date	12 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 works effectively with her co-childminder to continually reflect on her service. She understands the importance of involving others in this. For instance, she encourages feedback from parents and older children, through regular questionnaires, and develops her provision taking their views into account.
- The childminder provides an exciting play environment for children, with a wealth of activities to support their interests and learning. Children enjoy lots of outdoor play and activities to support their health and physical development.
- Children listen and respond well to the reminders for good behaviour that the childminder uses consistently. They are learning the skills of taking turns and sharing with each other.
- The childminder makes meaningful and accurate assessments to identify potential gaps in development and help children with the next steps in their learning. All children, including those who speak English as an additional language, make good developmental progress from their starting points.
- The childminder does not make best use of opportunities for children to explore and learn about the differences between themselves and other people in the local community and wider world.
- Partnership are not developed as well as possible.

What the setting needs to do to improve further

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

- improve opportunities for children to experience and develop their understanding and awareness of diversity in the wider community
- develop partnerships with parents even further to provide a more consistent approach to children's learning and to help them make even better progress.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and children's learning, and evaluated activities with the childminder.
- The childminder read and took account of the views of parents, provided in writing.
- The inspector had a tour of the parts of the childminder's home she uses for the care of children.
- The inspector checked evidence of the childminder's suitability, looked at a selection of children's records and safeguarding procedures, and discussed the childminder's self-evaluation process.

Inspector

Sarah Richards

Inspection findings

Effectiveness of leadership and management is good

The qualified childminder recognises the impact that training has on practice, and she sources relevant courses for herself and her co-childminder. For example, through paediatric first-aid training, the childminder has strengthened her knowledge and confidence in how to deal with different situations that may arise. The childminder has a good knowledge about the signs and symptoms of abuse. She knows the procedures to follow and who to contact in the local authority about any such concerns. Safeguarding is effective. The childminder has good links with other professionals. For example, she liaises with outside agencies to help children receive the intervention they require to make good progress in preparation for school. The childminder works closely with other local settings that children attend or move on to.

Quality of teaching, learning and assessment is good

The childminder completes regular assessments of children's learning. She knows what they like to play with and, in the main, how to best support the next steps in their learning. The childminder ensures that there is a good balance of adult-led and child-initiated activities. She tailors her interactions in children's play and helps them to practise their developing skills. For example, the childminder offers lots of support as babies become fascinated working out which shape holes to slot shapes into. She incorporates opportunities for mathematical development into the children's daily routine. As the childminder helps young children to put on their socks, she counts one and two with them. Children enjoy singing rhymes where they count backwards from five to one.

Personal development, behaviour and welfare are good

Children welcome the childminder's interest in their play. They turn to her for comfort and support when they are tired or need reassurance. Children learn about the wider world and the differences between each other. For example, the childminder has dual-language books that she encourages all children to look at. The childminder supports young children's independence. Children learn about good hygiene routines as the childminder encourages them to wash their hands before eating. She works with parents to help ensure that children have nutritious meals.

Outcomes for children are good

From a young age they are keen, enthusiastic learners who enjoy challenge and persevere with simple tasks. These skills help children to confidently move on to their next stage of learning. Children develop good self-care skills, for instance, as they use the toilet and wash their hands independently. Children develop their knowledge of colours, such as through painting activities.

Setting details

Unique reference number	112777
Local authority	Hampshire
Inspection number	10084769
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	10
Date of previous inspection	12 October 2017

The childminder registered in 2001. She lives in Farnborough, Hampshire. The childminder works with another childminder. They provide care Monday to Friday, from 7.30am to 6.30pm, throughout the year. The childminder holds a relevant qualification at level 3 and accepts funding for the provision of free early education for children aged two, three and four years.

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