

Childminder report

Inspection date	12 December 2018
Previous inspection date	12 November 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

- Children are extremely happy and well cared for. Babies new to the setting, settle quickly and build a strong bond with the childminder. She provides them with quality, purposeful and social interactions.
- The childminder provides children with a rich and stimulating play environment. She shows strong teaching skills, offers children good challenge and a broad range of play activities and experiences. Children achieve well, and some make very good progress in some aspects of their development.
- The experienced and dedicated childminder is self-aware and effectively evaluates her provision to ensure it is consistently good. She has high standards and expectations of children. Children thrive in her care.
- The childminder builds good partnerships with parents who report glowingly of the setting. For example, parents state the childminder plays a key role in their child's learning and development. She is patient and calm and good at re-enforcing the rules.
- During some adult-led activities the childminder does not make the most of opportunities to extend the learning for the most able children.
- The childminder does not expertly consider babies when planning children's sensory play opportunities.

What the setting needs to do to improve further

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

- extend opportunities further for babies to be curious and handle a greater variety of materials
- strengthen ways to improve teaching to an outstanding level, particularly during adult-planned activities to extend the more able child.

Inspection activities

- The inspector observed children's play and learning activities, and talked to children.
- The inspector carried out a joint observation and discussion with the childminder.
- The inspector had a leadership and management discussion with the childminder, and looked at relevant documentation.
- The inspector read letters from parents and took account of their views.

Inspector

Loraine Wardlaw

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of her legal responsibilities. She knows the local procedures to follow to address any concerns about children's welfare, including protecting them from extreme views and behaviour. She shows commitment and dedication to the care and education of young children and keeps her training up to date. The childminder meets up with other childminders and discusses good practice. She liaises with the other settings children attend through the parents. This helps to promote consistency in learning to support their good progress.

Quality of teaching, learning and assessment is good

The childminder provides good opportunities for children's learning. She tunes into each child's individual development and follows their interests well. The childminder interacts with children purposefully in play and offers clear support. For example, she stimulates their interest in play with arctic animals by providing ice cubes and fake 'pom pom' snow. She joins in well, modelling words such as 'camouflage' explaining the meaning and demonstrates being imaginative. She effectively extends children's understanding of number recognition as she supports them to identify and match numbers, such as on the advent and wooden calendar. The childminder encourages a lot of conversation with older children. She sings to babies during nappy changing to increase their verbal vocalisations. The childminder shows a secure understanding of the observation, assessment and planning process.

Personal development, behaviour and welfare are good

Children behave well, understand the daily routines and show a strong sense of belonging. Older children relate to visitors extremely well. They have a keen attitude to learning and show a very strong awareness of how to keep safe. For example, they articulately talk about and demonstrate what to do if there was a fire. Children follow good hygiene practices, for example, they wash their hands before eating. The childminder supports children's physical development well. She takes children out each day for fresh air and exercise and on outings, such as to soft-play areas. The childminder meets the care needs of babies well. For example, when they are tired they are cuddled, given their milk feed and put to sleep in a cot. The childminder follows their home routines successfully.

Outcomes for children are good

Children show pleasure in their learning, laugh and have fun with the childminder. Some older children make very good progress, particularly in their speech and language. For example, they recall going to see reindeer saying, "They were alive, and I fed them gently". Older children talk imaginatively and thoughtfully during small-world play with ice, noticing the differences as it melts. They develop strong skills for their future learning, such as concentrating and turn-taking during a fun game. Babies, who are new to the setting, are curious learners. They happily crawl around, pull to stand, smile and engage well with the childminder, when she shows them a book.

Setting details

Unique reference number	112694
Local authority	Hampshire
Inspection number	10063174
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	12 November 2015

The childminder registered in 1990. She lives in Waltham Chase, Hampshire. The childminder works three days a week, throughout the year.

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