

# Childminder report

<b>Inspection date</b>	10 December 2018
Previous inspection date	16 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### **This provision is good**

- The childminder has a very professional approach to all areas of her work. She takes the initiative in searching out the information she needs to improve her practice, such as seeking an independent review and carefully locating specific training courses.
- The childminder monitors children's progress very carefully. She provides an exciting range of learning experiences that is matched well to children's specific needs. This helps children to make very good levels of progress in their learning and development.
- The childminder provides children with superb opportunities to learn about different people in their wider community. For example, children join much older people for meals and celebrations. They laugh, sing and enjoy being together.
- Children thoroughly enjoy learning new songs, rhymes and stories. For instance, they study faces and other visual clues and listen carefully until they can join in with others. They have fun being together and adapt well because they want to do tasks with their friends.
- Outcomes for children are consistently good. For example, Children learn to take account of one another's ideas about how to organise an activity. They show sensitivity to each other's needs and feelings.
- The childminder does not fully recognise opportunities to extend and build on children's investigation and problem-solving skills that further their knowledge and learning.

## What the setting needs to do to improve further

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

- develop children's thinking and problem-solving skills even further to help all children reach the highest levels of achievement possible.

### Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- 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 spoken to on the day and reviewed written communication from parents.
- 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 is extremely well trained in child protection. She has a very good understanding of how to recognise and respond appropriately to different concerns. The childminder uses up-to-date, well-informed, policies, procedures and risk assessments to help keep children safe each day. Parents are very happy with the high quality of information she shares with them. The childminder thoroughly evaluates her provision and astutely plans for improvements. For example, she keeps enhancing her outdoor play areas to make them attractive to the children in all weathers. Children enjoy exploring exciting activities and equipment indoors and outdoors.

### Quality of teaching, learning and assessment is good

The childminder is proactive in developing her knowledge through activities, such as online training and discussions with her national and local professional networks. She continues to apply new ideas and skills to raise the quality of her teaching to even higher levels. For example, children delight in rehearsing familiar stories with puppets, props and illustrations. They listen attentively, quickly gain increasing levels of understanding and confidence, and join in with key phrases and rhymes. The childminder's monitoring and assessments are accurate. She knows the children in her care very well and plans ways to help them achieve the next steps in their learning. For example, the childminder creates opportunities for children to use different tools, such as rakes and kitchen utensils, as they play with sand, dried rice or shaving foam. Children begin to notice simple shapes and patterns, and hear the childminder model helpful mathematical language that improves their descriptions further.

### Personal development, behaviour and welfare are outstanding

The childminder creates an exceptionally nurturing setting where children are valued and respected as individuals. For example, children explore and use different sensory materials to express their own ideas. They start by quickly wiping their sticky hands free of new smells and textures, such as shaving foam and end by expressing their sheer delight at the great expanse of handprints and patterns they have created. Children flourish in the childminder's care. They rapidly develop very secure emotional attachments with her and they are very relaxed, comfortable and confident in her setting. The childminder has a consistently positive and confident approach to guiding children's behaviour. She gently helps them to better understand each other, celebrate each other's strengths and manage any differences.

### Outcomes for children are good

All children make good progress in their learning and gain higher levels of self-confidence and independence. They are well prepared for other activities in their home life, the community and school. Children are willing to have a go at new activities. They have time to return to, practise and master new skills. For instance, children overcome and indeed delight in getting messy as they play creatively with different materials. They learn to use a wide range of small tools for different purposes, including chalks and crayons as they gain more control over their mark making and letter formations.

## Setting details

<b>Unique reference number</b>	EY471529
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10068903
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	16 June 2014

The childminder registered in 2013. She operates her service from Monday to Friday, between 7.30am to 6pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years.

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