

# Childminder report

<b>Inspection date</b>	17 December 2018
Previous inspection date	11 August 2015

<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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder knows the children well and assesses their development closely. She effectively plans for children's next steps in learning and uses their interest successfully to help engage them in a wide variety of experience.
- Partnerships with parents are good. The childminder uses effective communication methods to share information with them so that they are regularly informed of the progress the children make.
- Children are encouraged to try activities, including those they find a little challenging. They show good levels of self-confidence and emotional well-being.
- The childminder is conscientious about keeping children safe. She regularly checks the environment and resources to make sure they are suitable for children to use.
- Behaviour is good. The childminder sets clear boundaries to help children to understand the types of behaviour that are acceptable and those that are not. For example, being kind to others, and respectful of the environment.
- Children make good progress from their starting points. They interact well with others and concentrate successfully during activities.
- The childminder does not always pronounce initial sounds accurately when supporting children to further develop their early literacy skills.
- At times, the childminder does not give children the time that they need to respond to questions and to express their thoughts.

## What the setting needs to do to improve further

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

- make the most of opportunities to help children hear and say the initial sounds in words correctly to further promote their early reading skills
- provide further opportunities for children to develop their thinking, allowing them more time to answer questions and express their ideas.

### Inspection activities

- The inspector viewed the areas of the home used by the children.
- The inspector observed the children and the childminder at play and discussed the activities with the childminder.
- The inspector sampled written feedback from parents about the childminder's service and discussed with the childminder how she evaluates her provision to bring about improvements.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children, and how she monitors their learning and development.
- The inspector examined the records and documents provided by the childminder.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

The childminder promotes children's learning effectively. She monitors their achievements regularly to help quickly identify any emerging gaps and provides targeted support to help them to catch up. Safeguarding is effective. The childminder has a good knowledge and understanding of the signs that may indicate a concern about child welfare. She has recently completed training and knows the procedures to follow if she has concerns about a child. She focuses well on her professional development. For instance, she makes good use of training and online courses to keep her knowledge and skills up to date. She successfully evaluates her service. She gains the views of parents to determine what works well and identify areas for improvement. She has clear aims for the future, that include training to maintain good outcomes for children.

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

Children enjoy the time they spend outdoors and have fun as they learn. They demonstrate high levels of imagination. For example, they pretend that the childminder's dog is a dinosaur and use binoculars to look for the dog at the end of the garden. They hide from the 'dinosaur' and comment that they can see a Tyrannosaurus Rex. The childminder uses these interests to help develop children's understanding of measurement, such as when she introduces tape measures to their play to enable them to measure themselves to see if they are bigger or smaller than the dinosaur. She uses effective teaching skills when playing with children, such as showing them how to do things. For example, she demonstrates to children how to use stilts to balance and explains that they need to move one foot at a time whilst holding the string of the stilts to help them walk.

### Personal development, behaviour and welfare are good

Children are happy, content and settled within the childminder's care. Resources are easily accessible, and children know what is available to play with, indoors and outdoors. Children are confident to explore within the setting choose what they want to do or play with. The childminder successfully helps children to understand the importance of leading a healthy lifestyle. For example, they follow good hygiene routines and have plenty of fresh air and exercise in the large garden. Children show high levels of respect and tolerance for each other. For instance, during activities they understand that they need to share and take turns with their friends.

### Outcomes for children are good

Children successfully develop the skills they will need for their future learning, including preschool and school. They can follow directions and concentrate and sit quietly during activities. They eagerly talk about people who are familiar to them and show confidence in asking adults for help. They can recite numbers in order to 10 and know that numbers identify how many objects are in a set. They happily engage in imaginative role play, such as preparing pretend meals for the childminder and their friends.

## Setting details

<b>Unique reference number</b>	EY258208
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063192
<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>	3 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	11 August 2015

The childminder registered in 2003. She lives in Basingstoke, Hampshire. The childminder operates Monday to Friday, from 7.30am to 6pm, for most of the year. The setting receives funding to provide free early education of children aged three. The childminder has a relevant qualification at level 3.

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