

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 uses observations, alongside information from parents, to assess children's starting points. She has a good understanding of children's needs and interests. She tracks children's learning effectively to ensure any gaps in development are identified and swiftly addressed. All children make good progress.
- Children learn about diversity, for instance, they use resources that promote positive images of children from other cultures and access storybooks in other languages as well as English.
- The childminder works well with other early settings that children also attend to ensure continuity of children's care and learning.
- The childminder values professional development to maintain and build on her good standards of care and teaching. For example, she researches ideas to enhance children's learning, such as how to support their early writing skills in different activities.
- At times, the childminder does not recognise when to build on children's enjoyment of the activities to offer even more challenge to extend their learning as fully as possible.
- Although the childminder promotes healthy eating and good hygiene, she does not effectively use opportunities to teach children the importance of practices that contribute towards good health.

What the setting needs to do to improve further

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

- make better use of opportunities that arise to build on children's interest in activities to extend their learning even further
- develop further the support for children to learn about the importance of practices that contribute towards good health.

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 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.
- The inspector had a tour of the parts of the childminder's home she uses for the care of children.
- The childminder read and took account of the views of parents provided in writing.

Inspector

Sarah Richards

Inspection findings

Effectiveness of leadership and management is good

The childminder is aware of her responsibilities and she works hard to keep children safe. She knows children well and is confident in recognising and recording concerns, such as any changes to children's behaviour. She knows the procedures to follow to report any concerns. Safeguarding is effective. The childminder reflects on the service she provides. She talks to her co-childminder to identify areas for improvement. She has established good relationships with parents, successfully engaging them in their children's learning once they are settled in her care. The childminder has sought help from the local authority to help improve her provision.

Quality of teaching, learning and assessment is good

The childminder plans activities to help children achieve their next steps for learning and to support their interests. She makes regular and accurate assessments of children's learning and shares the progress they make with their parents. Overall, she is skilled in making links to learning while children play. For example, in an activity playing with malleable sand, she provides lots of opportunities for children to talk and begin to use sentences. The childminder supports children's communication and language skills well, and builds on their development effectively. For example, she extends children's sentences as they role play with dolls and small-world toys.

Personal development, behaviour and welfare are good

The childminder manages children's behaviour well. For example, children understand her expectations and happily tidy toys away before moving on to another area of play, gaining an understanding of responsibility. The childminder is knowledgeable about children's medical needs, such as allergies. She ensures that appropriate care plans are in place to help them to effectively meet these children's needs. Children have plenty of opportunities to develop their physical skills and maintain a healthy lifestyle. They spend time outdoors in the garden and regularly go for walks to the park and feed the ducks.

Outcomes for children are good

Children make good progress and their self-esteem is supported very well through the praise given by the childminder. They develop their social skills well, and learn to play together and take turns. Children benefit from the childminder's attention to meeting their individual routines, such as when they need to eat and sleep. This helps them to feel safe and secure in her care. Children are becoming increasingly independent in their self-care. Toddlers show emerging skills in preparation for writing, for example, when using paint to purposefully make marks.

Setting details

Unique reference number	150848
Local authority	Hampshire
Inspection number	10084770
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 works with another childminder in Farnborough, Hampshire. They provide care Monday to Friday, from 7.30am to 6.30pm, throughout the year. The childminder holds an early years qualification at level 3. She accepts funding for the provision of free early education for children aged two, three and four years.

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Piccadilly Gate
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