

Childminder report

Inspection date	18 December 2018
Previous inspection date	30 June 2016

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

- The childminder provides a safe and stimulating learning environment. She is an engaging play partner and children show obvious delight in her company. The childminder effectively supports children's emotional well-being.
- The childminder builds strong partnerships with parents. Parents report they are very happy with the care, support and advice the childminder offers. Highly effective and regular communication between the childminder and parents helps to ensure consistency and continuity in children's care and learning.
- The childminder knows the children well. She makes regular observations and assessments of what children can do to help her monitor the progress children make in their learning. Any gaps or weaker areas of learning are swiftly identified and plans put in place for focused support. Children make good progress from their starting points.
- The childminder understands how children learn and develop. She plans activities based on children's current interests and the next steps in their learning. For example, older children enjoy learning about shapes as they construct houses and younger children enjoy the challenge of posting objects.
- The childminder does not always keep her knowledge current. For example, she is not fully confident about recent changes in legislation and the impact this has on her setting.
- The childminder does not fully support younger children to develop their communication skills as effectively as older children. For example, background noise is distracting to younger children who lose focus on what the childminder is talking to them about.

What the setting needs to do to improve further

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

- seek out further opportunities for professional development to help ensure knowledge remains current at all times, especially with regard to changes in legislation
- review and revise the use of background music and entertainment, so that noise does not distract children's attention, especially young children as they learn to talk.

Inspection activities

- The inspector observed the childminder and children as they played. She listened to their interactions and talked to them at appropriate times.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records and suitability checks.
- The inspector took note of written views from parents.
- The inspector had a tour of the areas of the house and garden used for the care of children.

Inspector

Emma Dean

Inspection findings

Effectiveness of leadership and management is good

The childminder understands her responsibility to keep children safe and promote their well-being at all times. She knows what actions to take if she has any concerns about children's welfare. Safeguarding is effective. The childminder keeps her skills current most of the time, for instance by sharing ideas with other childminders. The childminder seeks views from parents to help her review the setting and make plans for future developments. For example, the childminder has developed her outdoor area to include a large patio for children to play on, in all weathers. This effectively helps to support children's physical development.

Quality of teaching, learning and assessment is good

The childminder plans a variety of exciting and engaging activities and experiences for children to help support their learning and development. For example, they enjoy constructing roads for cars and tracks for trains. The childminder encourages children to develop their imagination as they play, such as asking them to design their own road layout. The childminder supports children's mathematical development well. For instance, she comments on the shapes children make with their train track. The childminder helps children make links to what they know. For example, she talks to children about the zebra crossing on the road they have made being the same as the zebra crossing outside the school they visit every day. This effectively helps children to develop their understanding of the world around them.

Personal development, behaviour and welfare are good

Children can freely choose what they want to play with and where they want to play. They have access to a wide range of resources. The childminder carefully considers the children's ages and current interests. She ensures toys for younger children, for example, are placed on the floor and older children can easily find their favourite toys. The childminder supports children to learn about different people, such as going on outings to the local library and to social groups for children. This helps children to learn to mix with others and to develop an understanding of diversity. The childminder is a positive role model for children. She has high expectations for them and they develop good manners, for example, they happily share toys. Children behave well.

Outcomes for children are good

Children are confident and independent throughout the setting. For instance, they carry out small tasks and relish the praise the childminder offers them. Children understand the simple rules and boundaries of the setting. For example, they tidy away toys without being asked by the childminder before they get more toys out. Children form strong relationships with the childminder and enjoy their time in her care. They develop good social skills as they play with each other. Children enjoy the challenges and experiences the childminder plans for them. They are self motivated and enthusiastic as they explore, play and learn. Children develop many skills that will help them as they move on to school.

Setting details

Unique reference number	EY305479
Local authority	Hampshire
Inspection number	10073515
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	5
Number of children on roll	4
Date of previous inspection	30 June 2016

The childminder registered in 2005 and lives in Bordon, Hampshire. The childminder holds a recognised early years qualification at level 3. The childminder provides care Monday to Thursday, from 7am to 6pm, throughout the year. She provides funded early education for three- and four-year-old children.

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