

# Childminder report

<b>Inspection date</b>	14 January 2019
Previous inspection date	9 February 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 develops good relationships with children, who are happy and well cared for in her welcoming home. The childminder has a good understanding of how to meet children's individual needs. For instance, she recognises when younger children are less confident and offers cuddles and reassurance when they need it, to help support their emotional well-being effectively.
- The childminder makes accurate observations of children's learning, including relevant two year progress checks, and closely monitors their progress. She provides activities which challenge and motivate children's learning. Children make good progress in their development from their starting points.
- Partnerships with parents are good. The childminder gives parents advice to help them continue their children's development at home, such as around learning to use the toilet independently. This helps older children to successfully learn to do achievable things for themselves, in readiness for their eventual move to school.
- The childminder places a good focus on supporting children's literacy skills. For instance, she offers a variety of writing resources to meet the differing ages and abilities of children and captures opportunities to help them develop their physical skills to support their early writing.
- The childminder has not considered how she can gain skills and knowledge that will be the most useful in helping her support the children in making the best possible progress.
- The childminder does not always make the most effective use of her assessments to focus more precisely on what children need to learn next to help them achieve at the highest level.

## What the setting needs to do to improve further

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

- make more effective use of assessments to focus more precisely on what children need to learn next to help them to progress to the highest possible level
- focus professional development more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs.

### Inspection activities

- The inspector spoke to the childminder and children, at appropriate times, during the inspection.
- The inspector observed the quality of teaching and the impact this had on children's learning.
- The inspector sampled a selection of children's records, the childminder policies and safeguarding procedures and discussed the childminder's self-evaluation process.
- The inspector took account of the views of parents provided on the day of the inspection.
- The inspector completed a joint observation with the childminder.

#### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder makes good use of new knowledge she gains from regular training to update her understanding of current child protection procedures. She knows how to keep children safe, including how to report concerns about children's welfare. The childminder takes a professional approach to improving her practice and completes regular evaluations of her setting to identify how to make changes that benefit children. She gains the views of parents and children and listens to what they say. For instance, she has added specific toys that children have requested to help promote their choices. The childminder has successfully addressed the recommendations made at her previous inspection. For instance, she has adapted her setting to provide greater opportunities to support children's writing skills.

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

The childminder understands how children learn and plans activities which support their individual interests. She captures opportunities to build on children's learning well. For example, as children draw they talk about what they might find under the sea. Children talk about finding crabs and describe the pincers that crabs have. The childminder teaches children that pincers are called claws, to help introduce new language into their learning. The childminder skilfully adapts activities to meet the differing ages of children she cares for. For instance, older children use scales and cereals to experiment with quantities that weigh the same, while toddlers mix the cereals and enjoy emptying and filling containers of different sizes. The childminder recognises when children need extra support or encouragement and helps them to persist at tasks. This helps children to develop a sense of confidence and pride in the new skills they gain.

### Personal development, behaviour and welfare are good

Children behave well and the childminder helps them to learn about how to respect and value the differing needs of their friends. She places a strong focus on helping children to be independent and teaches them good routines to promote their physical welfare. For instance, she helps older children learn to wash their hands before they prepare snacks and teaches them how to use knives safely as they cut up fruits for their friends. The childminder supports younger children's physical skills well. For instance, she offers support for toddlers who are developing their walking skills. Children benefit from opportunities to take part in daily activities which promote active play and contribute to their understanding of healthy lifestyles. For instance, they enjoy trips to the park and daily walks to and from school.

### Outcomes for children are good

Children develop skills that prepare them for their next stage of learning well. They are confident, inquisitive learners and focus well in activities that interest them. Older children learn to count confidently and are beginning to recognise some written numbers. They develop good listening and attention skills and concentrate well. Toddlers gain good communication and language skills and are beginning to use some words, for instance, they recognise and name the banana they have at snack time.

## Setting details

<b>Unique reference number</b>	EY412501
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10060784
<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>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	9 February 2015

The childminder registered in 2010 and lives in the Horton Heath area of Eastleigh. The childminder provides care for children from Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder is in receipt of funding for children aged two, three and four years.

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