

# Childminder report

<b>Inspection date</b>	12 March 2019
Previous inspection date	2 February 2016

<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

- Children have good relationships with the childminder. They chat happily to her and confidently explore the secure and safe environment.
- The childminder develops positive relationships with parents and staff at other settings that children attend. They regularly share information about children's care and learning needs to support children's good outcomes.
- Children learn a good range of skills that will help them in the future and when they move on to school. They have an increasing ability to concentrate during activities and show high levels of respect and tolerance for others.
- The childminder has a secure understanding of how children learn and develop. She observes them regularly to identify what they already know and can do. This enables her to provide activities to help support their learning further.
- Children learn to value and respect each other's similarities and differences through a range of activities, including reading stories and discussing their individual family festivals and celebrations.
- The childminder does not embrace all opportunities to ask children questions that encourage them to think and express their thoughts and ideas.
- Partnerships with parents are good overall. However, the childminder does not consistently encourage them to contribute to the evaluation of the setting, to help her to identify areas for development.

## What the setting needs to do to improve further

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

- strengthen the use of skilful questioning, so that children can express their thoughts and ideas consistently, to help extend their thinking skills further
- explore ways to seek the views of parents further, to help evaluate the provision and drive for continual improvement.

### Inspection activities

- The inspector undertook a joint observation with the childminder and discussed children's development.
- The inspector reviewed children's development records, a selection of the childminder's policies, children's records and evidence of suitability.
- 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 observed the interactions between the childminder and children and considered the impact on their learning.
- The inspector viewed the areas of the home used by children.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

The childminder promotes children's learning effectively. She monitors and reviews their progress regularly to ensure she identifies any emerging gaps. This enables her to implement plans to support learning further. She makes good use of networking opportunities with other professionals to help discuss practice issues, sharpen her teaching skills and improve her setting. Overall, self-evaluation enables the childminder to identify ways to develop and make changes to her provision. For example, she has recently reorganised the play areas to make resources, including drawing and writing materials, more easily accessible, so that children can record their thoughts and ideas during play. Safeguarding is effective. The childminder has completed relevant training and has a good understanding of her duty to protect children from harm. She knows what to do if she is concerned about the well-being of a child.

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

Children have fun as they learn and delight in playing alongside their friends. They show high levels of imagination, such as when they recreate familiar stories during role play. They use the available resources, including a table and large pieces of material, to make a den to hide from a pretend wolf. As they play, they demonstrate good physical skills. For example, they explore with different ways of moving when they use actions to mimic building houses for the wolf to blow down. The childminder interacts well with children. She uses their natural curiosities to help them to develop an understanding of how some features in their environment can impact on others. For instance, when children notice that it is windy and raining very heavily outside, she extends their understanding further. For example, she shows them that the very strong winds have blown the fence in the garden down.

### Personal development, behaviour and welfare are good

Children are happy, self-confident and show high levels of emotional well-being. Prior to children starting, the childminder gathers information from parents about their care needs and offers flexible settling-in procedures. This helps children to build early attachments with her. Children behave well. The childminder sets clear boundaries to guide their behaviour and gives them lots of praise and encouragement to help them to feel good about themselves. She successfully helps them to understand the importance of leading a healthy lifestyle. For example, she provides them with healthy foods, and they benefit from regular fresh air and exercise in the well-resourced garden and during visits to parks and nature reserves.

### Outcomes for children are good

All children make good progress from their starting points. They are inquisitive and eager to learn and investigate. They show an awareness of how to keep themselves safe, for example, when using knives to cut fruit and washing their hands before meals. Older children count confidently to 20 and can recognise and write their names. They are polite and understand the need to share and take turns during activities.

## Setting details

<b>Unique reference number</b>	EY347365
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10073845
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	2 February 2016

The childminder registered in 2007 and lives in Aldershot, Hampshire. The childminder operates all year round from 7.30am to 6pm, Monday to Friday. The childminder holds a relevant early years qualification at level 3.

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