

Childminder report

Inspection date	25 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 is dedicated and enthusiastic in her role. She has high expectations of her service and supports children's outcomes effectively.
- The childminder has an in-depth understanding of children as individuals. She knows where children may need extra support to help them catch up and provides effective teaching that is tailored to their needs. Children make good progress and some make even better progress from their starting points.
- Children enjoy a wide range of activities, toys and outings, which promotes their learning effectively. Sometimes, the childminder does not follow children's interests fully to help extend their learning further.
- Partnerships with parents and other settings are strong. The childminder works very effectively with parents and other settings to provide consistency and continuity in children's care and learning. For example, she shares information about children's individual development and next steps in learning.
- Children's behaviour is good. The childminder provides clear expectations and boundaries, along with plenty of warm praise and encouragement. This helps children develop their self-esteem and confidence very well. Occasionally, the childminder does not extend children's developing understanding of their feelings to help them to extend their recognition and understanding of these.
- Children are happy and settled in the childminder's care. They form positive relationships with her and are at ease in her care. Children enjoy plenty of cuddles when they want or need them, which helps them feel safe and secure.
- The childminder monitors and tracks children's progress accurately and precisely. She quickly identifies and takes action to close any gaps in children's learning and development, including seeking guidance from professionals when needed.
- The childminder supports her new assistant well. For example, she has provided access to training and given feedback to help her assistant develop their skills and practice.

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 children's interests, such as during their spontaneous observations of the world around them, to help extend their learning further
- enhance children's further awareness of their feelings to support them to recognise and understand these more deeply.

Inspection activities

- The inspector viewed the areas of the childminder's home used for the care of children.
- The inspector observed children's play and activities, and spoke to the childminder and interacted with the children during the inspection.
- The inspector gained the views of parents through written feedback provided by them.
- The inspector and the childminder discussed an activity and evaluated the quality of teaching and children's learning experiences.
- The inspector looked at documentation, including children's records, policies and evidence of the childminder's training and suitability.

Inspector

Sheena Bankier

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her role and responsibilities to protect children's welfare. She has a broad knowledge of safeguarding matters, including how to recognise indicators that a child may be at risk of harm. The childminder understands how to manage any concerns, including the procedures to follow. She supervises children closely and teaches them about possible dangers and how to manage these. For example, she explains to children about what to do to keep themselves safe. The childminder is proactive in reflecting on the quality of her setting, such as gaining the views of parents, children and other settings. This helps her to shape future improvements accurately. She improves her own knowledge and understanding to help develop the quality of her teaching and children's learning experiences. For example, the childminder has undertaken child development training, which helps her understand children's progress and plan for their learning more effectively.

Quality of teaching, learning and assessment is good

Children have fun and enjoy the activities on offer. The childminder organises her environment effectively to provide interesting and varied toys and resources indoors and outdoors. For example, children imaginatively use large construction bricks to make ramps with books for cars to roll down. The childminder teaches children how to solve problems during their play, such as asking questions or showing them how toys work. Children develop a good understanding of numbers and mathematical concepts. They learn about numbers and counting and begin to recognise shapes. For instance, children used toys to make 'circles' and patterns in the sand. The childminder supports children's language development very well, including repeating words clearly to help them hear how to say these. She listens very carefully to children and gives them time to think and respond during conversations.

Personal development, behaviour and welfare are good

Children learn about how to keep themselves healthy, such as washing their hands before eating. For example, the childminder teaches children to make 'shapes' such as 'hedgehogs' and 'turtles' to ensure their hands are thoroughly washed. Children develop a strong sense of responsibility, including helping to tidy up and put their belongings away. They develop independence effectively, including changing their shoes and slippers. Children benefit from a range of local outings that widen their experiences. For example, outings to playgroups help to support their social skills as they meet other people in the community. Children learn about people different to themselves, including through books, toys and learning about festivals and religious events.

Outcomes for children are good

Children develop the skills they need to move on to the next stage in their learning, including school. They are motivated learners who take part in their play and activities with enthusiasm. Children explore and investigate with interest and maintain very good levels of concentration. For example, they became thoroughly engaged in exploring sand and then compost, using a variety of tools and containers to scoop, tip and pour.

Setting details

Unique reference number	EY543783
Local authority	Hampshire
Inspection number	10097283
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

The childminder registered in 2016. She lives in Overton, near Basingstoke, Hampshire. She offers care all year round from 7am to 7pm. The childminder sometimes works with an assistant.

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