

Childminder report

Inspection date	29 April 2019
Previous inspection date	18 September 2015

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 welcoming and safe environment for the children to play. Children show that they are happy and feel safe in the childminder's care.
- The childminder plans and provides a good amount of toys and activities for the children. She offers a variety of adventures out of the home, which supports children's developmental needs and provides interest.
- Children behave and play well together. The childminder builds children's self-confidence well. For instance, she gives children consistent praise and encouragement to inspire them to keep trying.
- The childminder observes and tracks children's development well. She identifies children's next steps correctly and plans accurately for them to make good progress.
- Partnerships with parents are strong. The childminder ensures parents receive verbal feedback about their children's day to help them feel included.
- The childminder has met the recommendations raised at the last inspection, which shows a commitment to maintaining good-quality childcare.
- The childminder does not consistently encourage all children to follow good hygiene procedures, for example at snack time, and to learn how healthy eating contributes to their overall health and fitness.
- Partnerships with other early years settings are not fully effective in sharing information about children's development to promote good ongoing continuity of care.

What the setting needs to do to improve further

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

- review methods used at snack time to consistently encourage all children to maintain good hygiene practices and to learn about healthy lifestyles and how they affect our bodies
- build on the information shared with other professionals involved in children's care to help further support continuity in care.

Inspection activities

- The inspector observed children's play and the childminder's interaction during activities.
- The inspector spoke with the childminder at appropriate times throughout the inspection and evaluated a planned activity with her.
- The inspector spoke to children and interacted in their play.
- The inspector examined documentation, including children's records, learning records, policies and procedures.
- The inspector undertook a joint observation with the childminder.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of her role and responsibilities to keep children safe. She understands the signs and indicators of a child being at risk and is aware of the procedures to follow should she have any concerns. The childminder reflects on her practice well and undertakes training appropriately to improve her teaching skills. For example, the childminder has undertaken training on equality and diversity. This has helped her to enhance her own awareness of people and communities and to support children's developing understanding of the world.

Quality of teaching, learning and assessment is good

The childminder knows the children in her care well and has a good understanding of how children learn and develop. She supports children's learning purposefully and provides a range of experiences to support their ongoing development. For example, during a planting activity she helps younger children develop their hand and eye coordination as they dig soil. When planting seeds, she supports older children in their mathematical learning as they talk about measures, numbers and shapes. The childminder promotes the children's communication and language well. For instance, during play she engages proactively with the children and asks them a range of questions to support their thinking skills. During activities, the childminder and children talk about what they are doing, which helps to develop children's speaking and listening skills effectively.

Personal development, behaviour and welfare are good

Children demonstrate that they are at ease in the childminder's company and that she is important to them. For example, they readily invite the childminder into their play and enjoy cuddles for comfort as required. The childminder has good settling-in procedures to help children feel at ease when they first start with her. For instance, she offers children and parents regular visits to enable them all to get to know each other before they start. The childminder supports children's moving and handling skills well. For example, she takes children outdoors daily to play in the fresh air, and children enjoy playing at the parks where they can explore on large equipment.

Outcomes for children are good

Children are making good progress in their learning and development from their starting points and in readiness for their eventual move to school. They are developing strong independence skills. For instance, they enjoy self-selecting books to read and they help with confidence to chop up fruit safely for snack. Children enjoy playing imaginatively and show care and consideration as they play. For example, at the inspection the children shared well and enjoyed bathing and caring for dolls.

Setting details

Unique reference number	EY355232
Local authority	Hampshire
Inspection number	10063223
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 12
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 September 2015

The childminder registered in 2007. She lives in Andover, Hampshire. The childminder provides funded early years education for two-, three- and four-year-olds. She works Monday to Friday from 7am until 7pm all year round, except family holidays and bank holidays.

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