

Childminder report

Inspection date	25 April 2019
Previous inspection date	14 December 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 frequently reviews the play environment. She continues to build on the range of good-quality resources available to children. She has recently increased access to different types of printed materials. Children are visibly excited when they identify familiar letters and they turn the pages of favourite books.
- Children are enthusiastic to visit the childminder's home. The childminder is warm and welcoming, and children form a strong attachment to her. They are relaxed in her presence. They are quick to approach her for a cuddle prior to falling asleep.
- The childminder actively encourages parents to be fully involved in their children's education. She frequently shares observations she makes about children's learning. Parents talk to her when they have any concerns about children's development. Children continually make good progress from their individual starting points.
- The childminder provides children with clear instructions. Older children are resilient and they persevere until they complete more-complicated tasks. The childminder celebrates children's achievements with them. Children proudly discuss skills they have mastered independently, such as zipping up their own coats.
- The childminder does not always form strong links with all professionals that work with children, to gain the fullest picture of children's development.
- Occasionally, the childminder does not consider how she can involve very young children in activities and this causes minor frustration.

What the setting needs to do to improve further

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

- strengthen links with all professionals involved in children's care, in order to share all information and to offer children the highest level of support
- ensure that teaching always takes into account the needs of the youngest children.

Inspection activities

- The inspector accessed areas of the home that the childminder uses when she cares for children.
- The inspector talked to the childminder about resources she uses with children and they evaluated a planned activity.
- The inspector spoke to the childminder about the progress that individual children are making in their learning.
- The inspector read the childminder's safeguarding policies and talked to the childminder about different aspects of child protection.
- The inspector viewed communications from parents about the childminder's service.

Inspector

Julie Bruce

Inspection findings

Effectiveness of leadership and management is good

The childminder is very experienced. She uses her knowledge to continually evaluate her practice and to pinpoint priorities for improvement. She builds strong partnerships with parents and she invites them to engage in the reflection process. This is evident when the childminder asks parents how she can best accommodate their routines. She is sympathetic to the challenges all parents face, such as the need to work. She is flexible to meet their needs. Arrangements to safeguard children are effective. The childminder has a clear understanding of her own safeguarding responsibilities. For instance, she frequently accesses new learning to develop her understanding of child protection. She has a secure knowledge of a wide range of safeguarding issues that have an impact on children's lives. She knows how to escalate any concerns she has about children's care in order to keep them safe.

Quality of teaching, learning and assessment is good

The childminder uses skilful teaching methods to help children understand more about natural textures. For instance, she encourages children to collect different wooden materials. Children stroke the surface and describe the 'lumpy' feeling of bark. She promotes children's independence, such as when she encourages them to squeeze their own paint before they paint the wood. The childminder prompts children to name familiar colours. Children are excited as they successfully mix new colours. The childminder continues to access professional development opportunities to develop her skills. For example, she recently learned more about children's language development. She now offers children more chances to take part in activities that require them to use their voices. The childminder makes accurate assessments of children's progress. She speaks to parents about the best way to share this information with them. For example, some parents like to talk about learning, while others prefer using the online system.

Personal development, behaviour and welfare are good

The childminder establishes a good understanding of children's home care routines, such as when she asks parents whether children sleep during the day. The childminder adheres to parents' guidelines and children respond well to the consistent routine. The childminder encourages children of all ages to be physically active. For instance, they visit the local park where they use different play equipment and move in different ways. The childminder teaches children how to assess risk for themselves. She illustrates this when she shows children how to safely chop fruits and vegetables. She gives children clear guidance. Children carefully manoeuvre small knives to avoid cutting their fingers. They persevere and physically push down hard to cut quite firm fruit.

Outcomes for children are good

Children are sociable. They display kind and caring behaviour towards friends, such as when older children hand much younger children toys. All children attain well and they acquire a range of skills they are likely to use in the school environment. They often use number language, such as when they are counting out plates. They put on their shoes and coats and they cut up their own food.

Setting details

Unique reference number	111901
Local authority	Hampshire
Inspection number	10063171
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 December 2015

The childminder registered in 1997. She lives in the Fair Oak area of Hampshire. The setting operates between 7am and 6pm, Monday to Friday, all year round. The childminder currently receives early years education funding for children age three and four years. The childminder has a relevant childcare qualification at level 3.

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