

# Childminder report

<b>Inspection date</b>	1 May 2019
Previous inspection date	25 July 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Working together with parents, children and her local professional network, the childminder constantly reflects on how she can do things better. One such new initiative is joining with a small group of childminders to hire a hall for a couple of hours each week. Children thoroughly enjoy meeting their friends for larger projects, such as expressive arts and team building skills.
- The childminder uses monitoring tools well to check the rate of children's progress across all areas of their learning. This helps her to work with parents to successfully build on children's strengths and address any gaps or delays in their development.
- The childminder is an excellent role model who is extremely caring and nurturing. Children flourish and rapidly develop strong bonds and very secure emotional attachments with the childminder and each other. They mix confidently with friends of all ages in the community.
- The childminder prompts children to check who is a neighbour and who is a stranger with her. She helps them begin to make judgements about keeping themselves safe. Children are excited about meeting new people. They are polite, kind and often very gracious to those around them.
- Children thoroughly enjoy rich experiences where they learn about nature in controlled environments. For instance, they pick red rather than green strawberries at a farm, plant seeds in trays and watch caterpillars change to butterflies. However, the childminder is not as confident or skilled in responding to children's fascination with nature in natural environments.
- Children are socially and emotionally extremely well prepared for the next stage in their learning, including school. They eagerly engage in a wide range of activities where they are interested in learning and keen to investigate.

## What the setting needs to do to improve further

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

- extend opportunities for children to explore natural habitats, to further inspire the curiosity and imaginations of the children who love to investigate living things.

### Inspection activities

- The inspector observed, listened to and talked with children as they played indoors, during outdoor play and on their walk to school.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector spoke with the childminder about the impact of her training, experience and practice on children's well-being, learning and development.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a very thorough knowledge of how to safeguard children and manage any concerns she might have about their welfare. Comprehensive risk assessments and ongoing safety checks of the very different environments children play in, help her to minimise any potential hazards. The childminder makes good use of activities, such as children's walks to and from school, to enhance their social skills and teach them how to keep safe in the community. Children recognise nettles and check with the childminder before picking blackberries. The childminder evaluates the effectiveness of her management and the quality of her practice through various means, such as securing guidance from an independent consultant.

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

The childminder continues to invest her time and energy in developing her already good teaching skills. For instance, she uses various online learning facilities to inspire her teaching further. Children are captivated and engaged by simple home-made mathematical games and props, which she uses well to sustain their exploration of number and word recognition. The childminder gathers information from parents about their children when they start. She uses her informed professional observations and secure knowledge of children's interests to plan exciting and challenging activities for them. For example, the childminder uses children's interest in magnets to broaden their understanding of sea life by equipping them with a magnetic fishing rods and fish. Children comment on differences in the sizes and types of creatures, such as star fish and octopus, and the varied shapes of shells.

### Personal development, behaviour and welfare are outstanding

Parents confirm that their children 'quickly settle', 'feel safe and thrive' in the childminder's 'wonderful care'. They marvel at their children's enthusiasm and vivid accounts of their rich and varied outings with the childminder. For example, she helped to initiate regular outings to a local care home. Children absolutely delight in visiting, talking to and playing with elderly friends. The childminder shows her respect for others. Children quickly recognise that elderly people often move at a different pace and readily adapt their behaviour to meet their older friends' needs. Children greatly value and look forward to these visits. The childminder observes that children talk confidently about a much broader range of subjects at the care home. They are perceptive, listen attentively and are quick to think of ways to include everyone in their play. Children develop a sincere respect for and interest in the lives of other people in their community.

### Outcomes for children are good

All ages of children make good progress. Babies sleep in comfort, wake refreshed and learn from the thoughtful actions of older children. Toddlers take great pride in their success towards new achievements, such as potty training and independent use of slides and tools for digging. Older children look forward to the baby's nap time when they enjoy games to help prepare them for school. For example, they take an active part in storytelling and use writing tools to practise letter formations.

## Setting details

<b>Unique reference number</b>	EY478043
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10076004
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	25 July 2016

The childminder registered in 2014 and lives in Andover, Hampshire. She operates Monday to Friday from 8am to 6.30pm for most of the year. The childminder is in receipt of funding for the provision of free early education for children aged three and four years.

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Piccadilly Gate  
Store Street  
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