

Childminder report

Inspection date	1 May 2019
Previous inspection date	28 July 2016

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 works with many of her families across the entire early years age span and maintains good relationships with them thereafter. Parents say that their children settle in straight away, feel very secure and happy and that their children love attending the setting.
- The childminder consistently and skilfully models new vocabulary and talks plans through with the children. They have and take the opportunity to express their individual wishes. They choose many of the activities they do and agree what they need to take with them to have fun. The older children learn to plan, negotiate and respect the wishes of other children.
- Overall, children make good progress in their learning and development. Parents attribute a large part of their children's fast rate of development to the childminder and the beneficial relationships that children build with each other.
- The childminder consistently models her high expectations for children's behaviour and they are quick to copy her. Children take further pleasure in acting kindly when the childminder consistently recognises and praises their behaviour. For example, she comments, 'That was such a lovely way of speaking to your friend. Thank you for speaking so kindly.'
- The childminder is well qualified and says that her background experience as a nanny means that she generally works on her own. However, she lacks a little confidence in developing her professional network further in order to enhance her knowledge and support children even more effectively.
- When young children are learning to speak more than one language, the childminder knows little about the phrases they understand and use in their home language. She does not have a good enough knowledge to check that children are making progress in either language as rapidly as possible.

What the setting needs to do to improve further

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

- find out more about the communication and language skills of children who are learning more than one language to target their learning with greater precision
- make better use of professional development opportunities to enhance good teaching practice and raise children's achievements to even higher levels.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and on an outing to a toddler group.
- 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

Safeguarding is effective. The childminder's advanced training in safeguarding helps her to be alert to a broad range of child protection issues. She knows who to contact should she need further guidance. The childminder is well trained in paediatric first aid. She takes key information and a good first-aid kit with her on outings in case of an emergency. The childminder diligently carries out thorough risk assessments to help keep children safe. Children thrive in her care. The childminder has a clear understanding of the number of children she may care for at any one time and any exceptions to provide continuity in care. Parents say they appreciate the support and guidance the childminder gives them. The childminder's partnerships with parents successfully promote children's care and learning.

Quality of teaching, learning and assessment is good

The childminder generally reflects well on her practice to identify and make further improvements. This is evident in changes she has made to monitoring children's progress across all areas of their learning. The childminder knows the children in her care very well. She makes good judgements about what they already know and can learn next, and plans activities to help each child develop and practise new skills. The childminder uses opportunities to introduce mathematical language early to children, including vocabulary to help them discuss changes in quantity and texture. For example, older children agree what is 'too much', 'too little' or 'just the right amount' of water to add to sand to make it stick together. Children develop a good basis for future progress in mathematics and talk confidently about how they experiment and investigate.

Personal development, behaviour and welfare are good

The childminder is effective in preparing children socially and emotionally for school. Children develop the confidence and social skills to mix well with other children through activities, such as visiting different toddler groups. The childminder ensures that children play outdoors each day. For example, they visit local parks and play under the sunshades in her courtyard garden. The childminder is particularly attentive to children's safety and welfare. This is evident in the range of pushchairs and car seats children use with additional purpose-designed sunshades, rain shields and safety straps. Children sleep in comfort when they are at the setting and when they are on outings. Parents say they are well informed about their children's care routines, activities and learning each day.

Outcomes for children are good

Children of all ages are curious and eager to learn. For instance, toddlers concentrate for long periods of time and take delight in filling construction toys with sand. Older children think through the similarities and differences in shapes of containers, such as fluted and plain circular cupcake cases. All ages of children willingly help to tidy up their mess. They thoroughly enjoy practising how to use small and adult-sized dustpans and brushes in-between activities. Children learn to take some responsibility for the environment and are quick to work as a team and move on to the next game. They practise using a wide range of small tools and develop the skills to use items, such as pencils, crayons and glue sticks in preparation for school.

Setting details

Unique reference number	EY422333
Local authority	Hampshire
Inspection number	10074700
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	28 July 2016

The childminder registered in 2011. She lives in Andover, Hampshire. The childminder works each weekday for most of the year. She receives funding for the provision of free early education for children aged three and four years. The childminder holds an appropriate early years qualification at level 3. She also has a certificate in Montessori theory and methodology and follows the Montessori educational philosophy.

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