

# Childminder report

<b>Inspection date</b>	28 May 2019
Previous inspection date	23 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 has a good knowledge of working with children with special educational needs and/or disabilities. She has developed effective partnerships with a range of different professionals to promote continuity in children's care and learning.
- The childminder uses accurate assessments to monitor children's progress and to identify any gaps in their learning and development. She uses this to help children make good progress in their learning.
- The childminder does not take full advantage of the wonderful opportunities she creates to challenge children's thinking. For example, children are quick to plant, water and surround strawberry plants with grit. However, neither their curiosity nor their understanding is further inspired through activities, such as examining root systems or searching for the strawberry eating mini-beasts.
- The childminder has begun to work in partnership with parents to establish a healthy approach to eating. This has also motivated her to start growing a very wide range of vegetables with the children. However, children are still reluctant to try new fruits and other attractive and nutritious foods that the childminder provides.
- Children are keen to explore and confident to experiment. They are increasingly independent, developing skills that prepare them well for the next stage in their learning.

## What the setting needs to do to improve further

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

- develop further children's skills in making healthy choices to raise their enthusiasm for trying and enjoying a broader range of meals
- develop children's curiosity in activities that attract their interest in order to help challenge their thinking and accelerate their learning.

### Inspection activities

- The inspector observed, listened to and talked with children as they played outdoors and indoors.
- 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 through wider discussions around children's observations.
- 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 childminder is just completing a foundation degree in early years education. She is reflective and has made extensive use of her studies to evaluate and further improve her own setting. The childminder has a clear vision and high expectations for her practice and for the children in her care. Similarly, she has an in-depth knowledge of safeguarding children and has learned from further research, such as serious case reviews in child protection. Safeguarding is effective. The childminder knows how to report different concerns and who to contact for further advice. Children play in safe environments and access toys and experiences that stimulate all areas of their learning and development.

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

The childminder keeps detailed information about the progress children make. She shares this regularly with parents and uses it effectively to identify and target next steps in children's learning. The childminder plans very carefully and adapts activities to cater for children's individual interests. For example, following a trip to the zoo, the childminder finds story books, props and home-made animal masks to extend children's interest in wild animals. She links other targets, such as planting fruit, with stories of wild animals that choose and eat different fruits. Overall, children begin to appreciate the diversity of animals, fruits and different habitats in the world. They develop a broad vocabulary that reflects the rich experiences they share with the childminder.

### Personal development, behaviour and welfare are good

The childminder has established strong partnerships with parents. She works alongside them to help support children's individual needs and prepare them for change. Children settle in quickly and gain confidence in making new friends before they start school. The childminder provides extensive opportunities for children to play and learn outdoors. She encourages children to be actively involved in identifying and assessing any possible risks, such as using wheeled toys near a step and climbing over logs in the woods. The childminder values children's comments and opinions. Children develop the confidence to approach her for help, guidance or a reassuring hug. Children are often charming and polite. They understand the consequences of their actions on others and learn to take care of each other.

### Outcomes for children are good

Children of all ages make good progress. Young children experiment creatively and persist in mastering new skills, such as bubble blowing and riding a scooter. They like being together and develop good social skills. Older children are socially, emotionally and academically well prepared for school. For instance, they learn to fasten shoelaces and buckles. They practise changing independently as they dress up and play imaginative games. Children's literacy and mathematical skills develop well. They independently follow visual and numbered instructions to construct circuit boards, successfully connecting a battery to power a small light or propeller.

## Setting details

<b>Unique reference number</b>	EY469563
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10075573
<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>	2 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	23 June 2016

The childminder registered in 2013 and lives on the outskirts of Winchester in Hampshire. She operates Monday to Thursday from 7am to 3pm.

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