

Childminder report

Inspection date	24 May 2019
Previous inspection date	9 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder's wealth of experience and skills is evident in the way that young children easily relate to her and enjoy spending time with her. She is calm, comforting and highly responsive to their interests. Children thrive in her care.
- The childminder has used different ways of assessing and checking children's learning successfully in the past. However, current arrangements to monitor children's progress are not used precisely enough to ensure that teaching targets each child's highest levels of achievement across all areas of their learning.
- In some areas, such as literacy and children's personal, social and emotional development, the childminder's practice is outstanding. Children absolutely delight in snuggling up with her on the sofa to share one book after another. Together they enjoy playing with rhymes, have fun using different voices for characters and begin to recognise familiar words.
- The childminder is quick to acknowledge and praise children's achievements. Children of all ages flourish in an atmosphere of acceptance and affirmation. For example, when the childminder comments, 'Good work, good perseverance there' to one of the children, younger siblings beam with pride and repeat, 'Good work'.
- Children are well prepared for the next stage in their learning, including school. For instance, young children help to tidy away items that they have finished with, such as toys, books and fruit peelings. They develop a love of books and an extensive vocabulary to express their needs. Older children check the position of the hands on a clock to see if it is time for key events, such as snack, lunch or football.

What the setting needs to do to improve further

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

- settle on a system for monitoring and evaluating the children's progress to check if they are reaching their potential in all areas of their learning.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and outdoors.
- 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 childminder develops warm, professional and supportive partnerships with parents. She welcomes them into her setting and seeks feedback to understand their needs and the effectiveness of her practices. Children benefit from consistency in their care and learning. This extends to other early years professionals and schools where care is shared. Safeguarding is effective. The childminder is well-trained in child protection procedures and has an in-depth understanding of how to record and report concerns. She continues to thoroughly evaluate her provision to improve it further. For example, the childminder has identified advanced training in safeguarding as a way to raise her professional knowledge to even higher levels.

Quality of teaching, learning and assessment is good

The childminder has successfully applied and extended her qualifications in early years education over many years. She watches children astutely and times her interactions perfectly. Children have time to enjoy exploring and doing things for themselves before the childminder challenges their thinking further. For example, while looking at a favourite book, the childminder introduces children to a song about a pirate who is looking 'left' and 'right'. When children grasp this concept, the childminder extends it to instructions, such as 'wait at the crossing, before we turn left'. Children soon learn the meaning of right and left in different contexts. This helps them enormously when the childminder teaches them to tie the laces on their shoes and football boots.

Personal development, behaviour and welfare are outstanding

The childminder is an excellent role model. She is patient, perceptive and children know they are accepted and enjoyed for who they are. They very quickly form exceptionally warm and secure relationships with the childminder. Children enjoy rich opportunities to learn about being healthy, such as growing vegetables and making fruit kebabs. The childminder teaches children to plan activities carefully and manage their own safety. For example, children learn to wash germs from their hands and the fruit in advance. The childminder prompts them to think through the best way to cut different fruits and handle knives safely. Children's skills rapidly progress from cutting soft fruit with rounded knives to supervised cutting of apples with a sharper knife. The childminder skilfully nurtures and develops children's independence and successful risk assessment. Children learn to review their own achievements, ask 'how can we make that easier' and improve the way they do things. They enjoy eating a wide range of fruit.

Outcomes for children are good

Children make good progress. They have plenty of opportunities to play outdoors and learn about being fit and healthy. They develop good physical coordination and strength, and practise cooperating in team games. Children help to take responsibility for garden pets and begin to know how to take care of their environment. They are confident to have a go at new activities and do not hesitate to ask for help when they need it. Children are very polite to each other and to adults. They are confident to share their ideas and opinions because they know they are valued, even if they do not always get their own way. Children's table manners are excellent.

Setting details

Unique reference number	150722
Local authority	Hampshire
Inspection number	10063179
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 December 2015

The childminder registered in 2001 and lives in the Bishopstoke area of Hampshire. She operates all year round from 8am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

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