

Childminder report

Inspection date	12 June 2019
Previous inspection date	8 January 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 high expectations for the children in her care. She gathers lots of information from parents initially to help children to settle quickly and to build secure bonds with her and her assistant.
- The childminder plans well for her professional development and for that of her assistant. For instance, she is currently undertaking an early years degree to raise her knowledge and understanding to much higher levels.
- Children are engaged and happy. They play well together and are starting to understand the needs of others around them.
- The childminder precisely tracks and monitors children's progress. She uses this information to help her to quickly identify potential gaps in children's learning or plan additional challenges.
- Partnerships with parents and other professionals are well established. The childminder understands the value of sharing information on children's progress and the next steps in their learning, to provide continuity towards their future development.
- Occasionally, the childminder does not plan activities to ensure that younger children can be fully involved to build on their learning.
- The organisation of snack and mealtimes is not set up to fully include younger children in these important learning experiences.

What the setting needs to do to improve further

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

- review planned activities to ensure they fully engage and involve all children, to build further on their play and learning
- organise snack and mealtimes to help younger children to be a larger part of these importance experiences and support their early awareness and development.

Inspection activities

- The inspector toured the areas of the home used for the childminding provision. The inspector took into account the written views and comments of parents.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures and children's developmental records.
- The inspector observed the interaction of the childminder, her assistant and the children and the impact the teaching has on children's learning and development.
- The inspector spoke with the childminder, her assistant and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector spoke to the childminder about her professional development and that of her assistant. The inspector and the childminder also discussed how she evaluates her provision.

Inspector
Gwen Andrews

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant have secure knowledge of how they would identify potential areas and signs of abuse and the procedures they would follow to report any concerns. This helps to protect the welfare of children. The childminder is reflective in her use of self-evaluation to raise the quality of the care she provides. She captures the views of parents and children to help to inform areas for improvement or change. The childminder has worked well towards the recommendations from her last inspection. For instance, she has built up strong communication links with other settings that children attend, to successfully share ways to support their development. The childminder and her assistant recognise the importance of using robust risk assessments to provide safe environments for children to play and learn. The childminder regularly shares ideas with other childminders in the area to build on her own practice.

Quality of teaching, learning and assessment is good

The childminder observes children's learning closely to help her to plan and support their changing likes and interests. Children enjoy story time to build on their early literacy and communication skills. For example, children display their increasing memory skills as they recall characters and parts of nursery rhythms. The childminder provides stimulating and exciting activities and learning areas to spark children's curiosity in their play. For instance, younger children explore with their senses as they play with sand and stones in a large plastic tray and older children make intricate patterns as they build walls from construction materials.

Personal development, behaviour and welfare are good

The childminder and her assistant are good role models who are helping children to learn about acceptable behaviour and to manage their own emotions. Children behave well and are patient and kind. Older children show an increasing maturity as they wait for their turn in group games. The childminder helps children to learn about the wider world around them and to develop a keen awareness in nature. For instance, they go on regular outings to the shops and on nature walks in the surrounding areas. Children play with resources and toys that reflect a wide range of diversity, to help them to learn about differences and similarities in themselves and others. Children build on their physical development as they play in the large garden and investigate in the newly-implemented mud kitchen.

Outcomes for children are good

Children are making good progress from their captured starting points. They are confident and have good levels of self-esteem. Children make their own independent choices in their learning and can express their own needs and wants with ease. They use early mathematics in their play as they count items and complete jigsaw puzzles. Children are gaining the necessary skills they require for the next stages in their learning.

Setting details

Unique reference number	EY362739
Local authority	Hampshire
Inspection number	10074015
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 3
Total number of places	12
Number of children on roll	14
Date of previous inspection	8 January 2016

The childminder registered in 2007. She lives in Waterlooville, Hampshire. The childminder works with two assistants. The childminder operates her service Monday to Friday from 8am to 6pm, all year round, and receives funding for the provision of free education for children aged three and four years. The childminder holds a relevant early years qualification at level 3.

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