

Childminder report

Inspection date	18 June 2019
Previous inspection date	10 March 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 a robust knowledge of the curriculum and provides a broad range of interesting experiences that support children's learning. For example, they visit local woodland and collect materials to make collages. This supports children's knowledge and understanding of the world and develops their creative skills.
- The childminder monitors children's progress well. She observes children through play and plans activities to further their learning.
- The childminder communicates well with children. She uses mathematical language during play to support children's understanding of mathematics. For example, during a creative activity, children draw ladybirds. The childminder promotes positional language by asking 'can you draw the spots at the top, middle and bottom of the ladybird?'.
- The childminder has established good partnerships with parents. She communicates with parents on drop off and collection. Parents speak highly of the provision. They feel their children have access to varied experiences and that the childminder has a positive influence on their development.
- Children have formed close attachments with the childminder. They are happy and content in her home and therefore behave well.
- Children are confident to explore the resources and have their favourites, such as the 'farm animals'.
- The childminder works effectively with other settings. This provides children with connected learning which has a positive impact on their overall development.
- The childminder misses opportunities to further promote challenge during focused activities. This occasionally has an impact on children's critical thinking skills.
- The childminder does not consistently allow children appropriate time to respond when asking them questions. This occasionally has an impact on children's abilities to think for themselves and make decisions.

What the setting needs to do to improve further

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

- maintain high expectations for children's achievements in all activities and provide additional challenge to enable children to extend their critical thinking skills
- strengthen the use of questioning further and focus on providing children with appropriate time for their response.

Inspection activities

- The inspector viewed the areas of the home used for childminding. She observed activities and care routines and assessed the impact these have on children's learning.
- The inspector spoke to the childminder about safeguarding procedures and how she plans for and monitors children's learning. She viewed a range of documentation, such as children's learning records, policies and evidence of suitability checks for those living and working on the premises.
- The inspector spoke to parents and looked at written feedback to obtain their views.
- The inspector interacted with and spoke to children.

Inspector

Hayley Doncom

Inspection findings

Effectiveness of leadership and management is good

The childminder gains views from both children and parents to reflect on her provision. Parents complete feedback forms and respond saying 'children settle quickly, and they have plenty of opportunity to play outside'. Recently, children went to local charity shops with the childminder to choose some new resources. This promoted children's self-esteem and gave them opportunities to make decisions about resources they would like. The childminder keeps her professional development up to date. This has a positive impact on the safety of children and the experiences they receive with her. Safeguarding is effective. The childminder has robust understanding of how to keep children safe. She knows signs and symptoms of abuse and the process of referring concerns.

Quality of teaching, learning and assessment is good

The childminder has a robust understanding of how to promote learning for the individual children she cares for. For example, children take part in a recycling programme. Younger children are encouraged to use the correct bin for their rubbish. Older children are working within the local community to educate others on using the right bin and why it is important. This promotes a sense of belonging and ownership for the children and gives them a positive attitude towards taking care of the world we live in. The childminder takes pictures of the children to demonstrate their level of development. Alongside this she records assessments and these are shared with parents regularly. The childminder works effectively with other pre-schools that children attend and successfully shares information to promote continual learning.

Personal development, behaviour and welfare are good

The childminder has a calming nature to her teaching approach, which has a positive impact on children's well-being. Children are comfortable in her home and show excellent behaviour. Children understand the rules of the childminder's home and follow these with confidence, such as tidying boxes of toys away before getting more boxes out. This encourages children to respect the environment along with the resources and to manage their own safety risks. Children's physical development is promoted daily. They walk to and from school with the childminder and also visit local country parks where they use climbing equipment and play running games. This supports children to have a healthy lifestyle.

Outcomes for children are good

Children are eager learners and this contributes to them making good progress from their starting points. Children independently put their shoes on and use the toilet. This supports children to look after their self-care needs and helps prepare them for school. Older children help look after the younger babies. For example, during lunchtime they help the childminder get the babies' drinks and give them out. This supports children's self-confidence and nurturing skills.

Setting details

Unique reference number	111320
Local authority	Hampshire
Inspection number	10063305
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	16
Date of previous inspection	10 March 2016

The childminder registered in 1997. She lives in the village of Hedge End, near Southampton, Hampshire. She provides care for children on Monday to Thursday, all year round. The childminder accepts government funding for children age two, three and four years.

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