

Childminder report

Inspection date	24 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 creates a fun learning environment, both indoors and outside, where children explore and follow their own interests. She observes children and monitors their progress, skilfully adapting activities to extend individual learning. All children make good progress.
- Children learn about the world around them as they visit many places in the community, including museums, farms, parks and lakes. This provides lots of experiences for them to recall and talk about.
- The childminder is very attentive and caring. Children settle quickly, indicating they feel secure in her care. This promotes children's emotional well-being and their opportunities for learning.
- The childminder successfully helps children to develop their social skills. For example, children learn to share, take turns and look after the resources. They learn to recognise their feelings and the feelings of others.
- Parents comment very favourably on the high quality of the service the childminder provides. She keeps parents well informed about the activities children undertake and the developmental progress they are making.
- The childminder supervises her assistants and ensures they are knowledgeable about their role. She keeps her knowledge up to date to enhance outcomes for children. For example, she reads relevant material, undergoes training and has professional conversations with colleagues.
- Although the childminder seeks information from parents, she does not find out enough about what children already know, and can do, to identify accurate starting points in their learning.
- The childminder does not make the most of opportunities to support children in developing their mathematical awareness.

What the setting needs to do to improve further

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

- consider new children's prior achievements more fully when assessing their starting points to inform future planning
- improve interactions to help extend children's understanding of mathematical concepts, such as matching, sorting, size, quantity, position and shape.

Inspection activities

- The inspector toured the premises with the childminder and looked at resources.
- The inspector observed the children and childminder at play and talked to them about their activities.
- The inspector took into account the written comments from parents.
- The inspector reviewed documents, certificates and records provided by the childminder.
- The inspector discussed the childminder's self-evaluation and plans for continuous development.

Inspector

Lynne Lewington

Inspection findings

Effectiveness of leadership and management is good

The childminder has accurately self-evaluated her provision. She seeks the views of those who use her service and identifies aspects for ongoing development. She is a skilled and knowledgeable teacher and is keen to continue to develop and learn. For example, she has attended training that has helped her to reflect on her practice and aid continuous improvement. Safeguarding is effective. The childminder has a good knowledge and understanding of child protection and wider safeguarding issues. She has a secure understanding of how to report any concerns she has about children's welfare. Risk assessing is thorough. Children learn to use utensils with care and think about safety in their activities.

Quality of teaching, learning and assessment is good

Children enjoy many opportunities to develop their physical abilities as they move between the many attractive resources. For example, hand-to-eye coordination develops as they dig and fill containers in the sand and rice trays. Children pour and fill containers in the water play and thread pasta shapes onto spaghetti spikes. The childminder models language well. For instance, she uses simple sentences to describe children's actions and extends their single words into sentences. Young children eagerly explore the dough, making patterns on it, using tools and feeling the texture. The childminder ensures any gaps in learning are investigated and addressed. She plans and provides activities that support children's individual learning needs well.

Personal development, behaviour and welfare are good

The childminder is kind and gentle in her interactions. She relates to children in a warm and caring way encouraging children to feel happy and secure. Good care is taken to meet the individual dietary needs and sleep routines. Children benefit from regular praise and encouragement and consistent expectations. Behaviour is good. Children learn about diversity through their outings in the community. They meet lots of children and adults and see people undertaking their work. Books and small world resources link to the experiences children have on their outings, increasing opportunities to consolidate learning. For example, young children take out a toy lorry when they go for a walk and look for a real lorry on their outing. Children benefit from many opportunities to be physically active, such as riding on wheeled toys and walking to a local bridge to spot the lorries.

Outcomes for children are good

Children confidently explore and seek the childminder's assistance if they need help. They develop a wide range of skills that prepare them well for their future learning. Children develop their independence well. For example, they learn to take off and put on their own shoes and make their own choices about what they like to do. Children enjoy using the musical instruments to play along to a familiar song. They explore the utensils in the mud kitchen, add items to the saucepans and smell the rosemary. Children's language skills are developing well as they respond to the childminder's questions.

Setting details

Unique reference number	EY542103
Local authority	Hampshire
Inspection number	10099535
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Andover, Hampshire. She operates Monday, Tuesday, Wednesday and Friday throughout the year from 7.15am to 6.30pm. The childminder is a qualified teacher. She has two assistants.

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