

# Childminder report

<b>Inspection date</b>	9 July 2019
Previous inspection date	12 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Outstanding	<b>2</b> 1
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 is hard-working and committed to her profession. She has formed positive partnerships with parents. They report that they are kept very well informed about their child's routines and development. Parents know what their children are learning next and are given ideas on how to promote continued learning at home. This helps to promote continuity in children's learning and care.
- The childminder provides good opportunities for children to learn outdoors. She grows plants and vegetables in her garden and encourages children to help with tasks such as planting and watering. This helps to develop children's understanding of growth and change.
- The childminder supports children's creative development well. For instance, she provides toys to stimulate children's imaginative play and plans activities, such as painting and drawing, which encourage them to express themselves by making marks.
- Children are highly confident and motivated in their learning. They show great imagination in their play. This is demonstrated as they tend to the needs of their dolls, cuddling them and pretending to bath them, which helps to support their personal, social and emotional development. All children make good progress.
- Children have plenty of opportunities to learn about people who are different from them. For instance, they play with dolls from different cultural backgrounds and talk about the similarities and differences between them.
- Children are confident to explore the environment and choose the toys they wish to play with. This is illustrated as children shake and bang musical instruments, and smile at the childminder to demonstrate their enjoyment.
- At times, the childminder does not effectively use opportunities during play to enhance children's knowledge of shapes, numbers and counting.
- The childminder does not effectively use opportunities during daily routines to further challenge and extend children's independence.

## What the setting needs to do to improve further

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

- extend opportunities to support children's developing understanding of mathematics
- strengthen opportunities that arise during daily routines to extend children's independence.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning and development.
- The inspector spoke with the childminder and children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of all adults living in the household.
- The inspector took account of the written views of parents.

#### Inspector

Sarah Richards

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder completes training that refreshes her knowledge of child protection matters. She knows what to do should she have any concerns about a child's welfare. The childminder takes effective steps to minimise hazards to children in her home. For example, she ensures safety gates are closed so children cannot access certain areas of the home, such as the stairs. The childminder evaluates her practice well. She undertakes suitable training to advance her skills. For example, she has recently attended training which has supported her understanding of positive behaviour management strategies. The childminder builds effective partnerships with other early years settings to ensure positive outcomes for children. For instance, she shares information about children's progress, which helps to support their ongoing learning well.

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

The childminder gathers information from parents about their children's abilities when they first start at the setting. She uses the information effectively to plan activities that meet children's individual needs and interests. The childminder helps children to develop their communication and listening skills well. For example, she sings songs to the children, reads, and looks at letters to support children's early understanding that print carries meaning. Sensory materials and resources are used imaginatively so that young children can examine different textures and use their senses. For example, the childminder creates different landscapes in a large tray, including wooden blocks and small-world dinosaurs. Children benefit from the childminder's enthusiastic involvement in their play.

### Personal development, behaviour and welfare are good

The childminder forms warm and trusting relationships with children and their families. This helps to support their self-confidence and sense of belonging. Children are encouraged to learn about healthy lifestyles. They regularly play outdoors and eat nutritious snacks and meals. Children demonstrate an increasing awareness of good hygiene practices from an early age. For example, they learn to wash their hands independently after outdoor play and before eating food. Children's behaviour is good. The childminder supports children well in understanding expectations of behaviour. She encourages children to learn how to keep themselves safe. For example, during hot weather, she talks to the children about the effects of the sun on their bodies and reminds them to wear their hats, re-apply their sun cream and to drink plenty of water to keep hydrated.

### Outcomes for children are good

Children develop the skills they need for the next stage in their learning, such as starting school. They make good progress in their physical development. Children sing and practise physical skills while joining in with actions to songs. They build on their early writing skills, for example, as they draw shapes with chalk on the easel. They describe their creations to the childminder and admire each other's work.

## Setting details

<b>Unique reference number</b>	150742
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108498
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	12 June 2015

The childminder registered in 2001. She lives in Farnborough, Hampshire. The childminder works Monday to Friday from 7.30am to 5.30pm, for most of the year. The childminder holds a relevant qualification at level 3.

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