

Childminder report

Inspection date	3 July 2019
Previous inspection date	20 November 2013

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Outstanding	2 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 offers a welcoming environment to children and their families. She provides children with a wide range of resources that interest and motivate them to learn.
- Secure relationships between the childminder and the children are evident. Children demonstrate that they feel safe and secure, such as when they snuggle up to the childminder when looking at books and listening to stories.
- The childminder supports communication and language skills well. For example, she narrates what children are doing in their play and gives them time to think and formulate their own ideas.
- Partnerships with parents are good. The childminder gains key information when a child starts and uses this to plan activities immediately. However, the childminder does not always share information with parents about the progress their child makes in every aspect of the curriculum so they know exactly where their child is within their learning and development.
- The childminder does have a risk assessment process in place. However, this is not always carried out throughout the day, to ensure hazards are identified and either reduced or removed to keep children safe, for example, when cushions, blankets and toys have fallen on the floor.

What the setting needs to do to improve further

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

- extend the risk assessment process to ensure hazards are identified throughout the day and are either reduced or removed, to keep children safe
- strengthen the partnerships with parents further and share assessment information in each area of the curriculum so that parents know precisely where their child is in their learning and development.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- The inspector assessed how well the childminder understands and implements policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well the childminder monitors the quality of teaching.
- The inspector reviewed comments from parents and talked to the children during the inspection, and took their views into account.
- The inspector looked at a range of documentation, including complaints and children's learning journals.

Inspector
Jayne Godden

Inspection findings

Effectiveness of leadership and management is good

The childminder understands her responsibilities to safeguard children. She knows the process to follow if she has a concern about a child or an allegation is made against herself or a household member. Safeguarding is effective. The childminder is a reflective practitioner. She regularly reviews her own practice, speaks to parents and children and has a development plan in place to improve outcomes for children. The childminder keeps accurate records. For example, the register shows children's planned hours and their actual hours of attendance. The childminder has made good links with other childcare providers. She shares key information about children in her care and regularly inputs her own observations into their online reporting system to support them with planning. The childminder regularly monitors the progress children are making, and any gaps identified are addressed quickly and closed. The childminder has made good links with other local childminders, and she uses them as a source of support and information. She keeps herself updated with changing legislation. For example, she has recently attending training around the new inspection framework.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and develop. She uses this knowledge to provide interesting activities that children enjoy. She carries out regular observations and links them to the individual child's next stage in their learning and their interests. The childminder teaches mathematics well. For example, children count when taking a turn filling up the paddling pool and they talk about whether it is bigger or smaller than other objects in the garden. The childminder is confident in adapting activities to meet the needs of all of the children, for example teaching younger children actions to phonic sounds while supporting older children to write their name.

Personal development, behaviour and welfare are good

The childminder has built positive relationships with the children and they look to her for reassurance and support. They demonstrate good levels of self-confidence and emotional well-being. For example, they work together to place trains on a track and link the magnetic parts together to make one long 'super train'. The childminder is a positive role model and provides children with routines and clear boundaries to guide their behaviour. She is calm and consistent in her approach and gives children gentle reminders to help them to learn. For instance, she reinforces rules to help them to understand the differences between right and wrong. She supports children's understanding of leading a healthy lifestyle. Children are told why they need to use sun cream, wear hats and drink plenty of water when outside in the sunshine.

Outcomes for children are good

Children are enthusiastic and motivated to learn. Older children develop essential skills for starting school. For example, they practise recognising their name and dressing up in school uniform. Younger children enjoy playing together and learning to share toys. They make independent choices of where they wish to play, and are able to concentrate for long periods of time.

Setting details

Unique reference number	EY460325
Local authority	Hampshire
Inspection number	10108844
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	24
Date of previous inspection	20 November 2013

The childminder registered in 2013. She lives with her husband and two children in Gosport, Hampshire. She provides care Monday to Friday, all year round, except public holidays. Her normal hours of operation are from 7.30am to 7pm. The childminder has an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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