

Childminder report

Inspection date	23 July 2019
Previous inspection date	22 April 2015

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 and her assistant provide a caring, welcoming and homely environment. Children thrive and are happy and confident. They develop a deep sense of belonging, display their obvious affection for the childminder and her assistant and form strong emotional attachments.
- The childminder and her assistant have established strong and effective partnerships with parents and other professionals. They keep parents well informed of children's progress and what they need to learn next. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- The childminder and her assistant consistently support children to develop good language and communication skills. This is illustrated when children confidently use talking telephone tubes to hold meaningful conversations with the childminder and her assistant.
- The childminder successfully promotes children's understanding of people and communities. This includes exploring the similarities and differences between themselves and others. For example, children have regular visits to the local retirement home, where they learn to respect others while engaging in activities with the residents.
- The childminder has reflected well and values the views of parents and proactively identifies ways to develop. For example, she has recently developed her outdoor environment to support children who prefer to learn outdoors.
- The arrangements for the supervision of the childminder's assistant are not yet fully embedded or being used effectively to enhance her professional development.
- The childminder promotes good hygiene and provides nutritious meals for the children. However, on some occasions, she does not extend children's understanding of why they follow appropriate hygiene routines and the benefits of the food they eat.

What the setting needs to do to improve further

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

- improve the use of supervision to monitor the assistant's quality of teaching and support her ongoing professional development
- deepen children's understanding of the importance of good health and hygiene practices and how these contribute to their overall well-being.

Inspection activities

- The inspector spoke with the childminder and her assistant at appropriate times during the inspection.
- The inspector discussed with the childminder and her assistant how they evaluate their practice.
- The inspector looked at a range of documents, including policies and procedures, training records and children's progress files.
- The inspector carried out a joint observation with the childminder. She also observed activities and assessed the impact these have on the children's care and learning.

Inspector

Sarah Richards

Inspection findings

Effectiveness of leadership and management is good

The childminder is passionate and identifies various opportunities to build on her professional development, such as training to develop her skills and knowledge. For instance, recent training has supported her understanding of how to support children's behaviour effectively. Safeguarding is effective. The childminder and her assistant have a secure awareness of how to keep children safe. They know what possible signs would alert them to a concern about a child's welfare and the correct procedure to follow to keep them safe. The childminder communicates well and establishes positive partnerships with staff at other early years settings children also attend. For example, she regularly shares children's achievements with them. This helps provide children with a good consistent approach to their shared care and learning experiences. The childminder makes good use of additional funding she receives to enhance her resources and the outings she undertakes. As a result, children enjoy a rich programme of activities at her home and around the local community.

Quality of teaching, learning and assessment is good

The childminder monitors children's progress carefully. She plans a wide range of interesting activities that motivate them to play and learn. For example, children eagerly explore blocks of ice and use various methods to free objects frozen inside, such as hitting the ice with a hammer and melting it with salty water. The childminder knows that children sometimes like to have a quiet space to think or relax and makes provision for this. For instance, she has created a cosy corner with cushions, soft toys and books, where children enjoy quiet times alone or with a friend. This helps to promote an early love of reading. The childminder encourages children to choose what they want to do and supports them in all areas of learning. For example, older children discover the delights of pouring water into containers and guessing when the water will overflow.

Personal development, behaviour and welfare are good

The childminder and her assistant know the children very well and understand each child's routine. They swiftly recognise when children are becoming tired or need cuddles or reassurance. This helps to promote children's excellent emotional well-being. Children enjoy outings, for instance a bus ride to visit a museum and train rides to local towns. Children have regular opportunities to be active. They enjoy having time outside in the childminder's well-resourced garden. Children are highly curious about the environment and confident to ask questions about the world around them. For instance, the discovery of an ant ignites wonderful discussions about what ants eat and where they live.

Outcomes for children are good

Children are highly motivated and eager to join in activities. They are developing the key skills that are needed for the next stage in their learning, such as starting school. Children develop good listening, understanding and speaking skills. For example, they ask questions and initiate conversations. Children count confidently in their play and are beginning to recognise different mathematical concepts, such as size and shape. They are eager to use their imaginations. This is evident as they dress up as firefighters and pretend to put fires out and use toy vehicles to take imaginary journeys around the floor.

Setting details

Unique reference number	EY276451
Local authority	Hampshire
Inspection number	10108565
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	5
Number of children on roll	10
Date of previous inspection	22 April 2015

The childminder registered in 2004 and lives in Alton, Surrey. The childminder's provision operates from Monday to Friday, for most of the year. The childminder provides funded early education for two-, three- and four-year-old children. She regularly works with an assistant.

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