

Childminder report

Inspection date	23 July 2019
Previous inspection date	31 May 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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

- Children are happy and settled in the childminder's care. They seek her out for comfort and to ask her to play with them. Children enjoy the childminder's company and she supports their emotional well-being effectively.
- The childminder knows the children well. She understands what they like to play with and she uses these interests effectively to plan activities to support their learning. Children make good progress from their starting points.
- The childminder provides a clean, calm and inviting learning environment for children. They can freely choose what to play with. This supports their developing independence skills.
- The childminder builds strong partnerships with parents. She understands the importance of working with other settings children attend to help continuity in children's care and learning.
- The childminder is keen to improve her practice. However, she does not always keep her skills and knowledge updated at all times. She does not, for example, have a secure understanding of changes to legislation, although this does not have a significant effect on her ability to care for children.
- The childminder evaluates her setting to identify what works well and any areas of weakness. She considers changes and improvements that will benefit the children in her care and help raise their outcomes.
- Occasionally, the childminder does not consistently support children's communication to the highest levels. At times, for instance, she does not use opportunities as children play to help develop their spoken language.

What the setting needs to do to improve further

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

- make the most of opportunities to refresh and update skills and knowledge to help raise children's outcomes further
- use opportunities as they arise when children play to consistently support their spoken communication.

Inspection activities

- The inspector observed the childminder and children as they played. She listened to their interactions and talked to them at appropriate times.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records and suitability checks.
- The inspector took note of written views from parents.
- The inspector viewed areas of the house and garden used for the care of children.

Inspector
Emma Dean

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder understands her role to keep children safe at all times. She makes use of thorough risk assessments, for instance, to help her identify and minimise any hazards to children. The childminder knows what actions to take if she has any concerns about children's welfare. The childminder is a positive role model for children. She teaches them good manners, for example, and speaks to them in a quiet and respectful manner. Children respond positively to the childminder and they behave well.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She asks parents when children first start what their children can do already at home and what they need support with. The childminder has ongoing conversations with parents and makes accurate observations of children as they play to help identify children's next steps in their learning. For example, children who enjoy completing simple jigsaw puzzles are challenged to complete those with more pieces. This supports their early mathematical development. Children enjoy a range of engaging activities, such as playing with coloured rice. Young children delight in the sensory experience the rice offers and older children enjoy identifying colours. They learn to play alongside each other and share resources, supporting the development of their social skills.

Personal development, behaviour and welfare are good

The childminder works with parents to ensure children learn about healthy and active lifestyles. For instance, children enjoy daily outings to local parks where they play on physically challenging equipment. The childminder uses daily routines to promote children's good health effectively. Children take part in outings to help them explore the local community. For example, they travel on the bus to the local library, which helps them develop an understanding of different people in the wider world.

Outcomes for children are good

Children are self-motivated learners. They are curious and keen to take part in activities that the childminder plans. Children make decisions and are independent throughout the setting. They learn to handle books carefully and enjoy sharing stories. This supports their early reading skills. Children eagerly try to put on their own socks and use their fine-motor skills to explore resources, such as stickers. They learn about sizes and shapes, which supports their early mathematical skills. Children confidentially communicate and talk about what they want to do. They ask for help when they need it. Children learn many skills to help them when they move on to school.

Setting details

Unique reference number	111996
Local authority	Hampshire
Inspection number	10060457
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	31 May 2016

The childminder registered in 1992. She lives in Winchester, Hampshire. The childminder provides care from 8am to 6pm, Monday to Friday, throughout the year. She accepts funding for the provision of free early years education for children aged three and four years.

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