

Childminder report

Inspection date	29 August 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

- Children make good progress from their starting points. The childminder knows the children well. She talks confidently about where they are in their learning and development and what she needs to do to support their continuing progress. She shares this information with other settings the children attend.
- Children benefit from regular trips and outings, such as to the park or library. These allow them to use their physical skills, build up wider friendships and develop their social skills. These help to create the foundations for later life experiences, such as starting school.
- The childminder gives children time to make their own choices in play. She skilfully supports children's learning, for example, she asks questions that help to promote their thinking skills well.
- The childminder keeps parents informed about the experiences that she provides for children through daily discussions and the sharing of children's learning journals. This enhances parents' understanding of how to best support their children's learning at home.
- The childminder encourages children to count and identify numbers during activities planned to support their next stage of learning. However, she does not take all opportunities on offer to extend and develop children's understanding of mathematical ideas as they play.
- Children are enthusiastic learners, and enjoy the wide range of activities on offer. However, the childminder does not always consider how to fully ignite and challenge children's curiosity about the world around them.

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 extend and develop children's mathematical skills more consistently in play
- make better use of available resources to support children's natural curiosity about how things work and why.

Inspection activities

- The inspector had a tour of the areas of the home used for the childminding provision. The inspector took account of the views and comments of parents made available via email.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures, and children's developmental records.
- The inspector observed the interaction of the childminder and the children, and the impact the teaching has on their learning and development. The inspector observed play in both the indoor and outdoor environments.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector spoke to the childminder about her professional development and how she evaluates her provision, and about her current areas identified for improvement.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of the signs and symptoms that indicate a child may be at risk of abuse or neglect. She knows her responsibility to report any concerns about a child's welfare. She ensures all required documentation is in place including policies, procedures and written permissions from parents. The childminder reflects on her practice. She has a clear plan for professional development and the resources she intends to access to raise her teaching to a higher level. She is aware of current early years initiatives and keeps her statutory training up to date. The childminder shares her reflections with the families who use her service and takes account of their ideas and suggestions to plan enjoyable learning activities that meet children's changing needs.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She applies this knowledge well to plan activities to support children's next steps in learning. For example, children enjoy looking for numbers through a giant 'ice cream' made from a mixture of cornflakes and cream. They practise a range of physical skills as they scoop the mixture into bowls and cones. The childminder provides sprinkles and marshmallows which the children enjoy adding to their creations, as well as eating, as they count them. Children are motivated to explore, play and learn. They develop good skills in communication, language and literacy. For example, they enjoy retelling favourite stories from the pictures in books. Children recall the next part of the story and anticipate the ending, demonstrating a secure understanding that the print they see carries meaning.

Personal development, behaviour and welfare are good

Children are settled in the childminder's homely environment. They show a great sense of belonging and have high self-esteem. They confidently select toys and resources they wish to play with. The childminder provides children with a safe and secure place in which to play. They can freely access a range of resources indoors and outdoors. The childminder encourages children to develop their independence, for example when putting on their shoes or getting ready for lunch. She frequently praises children for their achievements. This helps to support their emotional well-being. The childminder promotes a healthy lifestyle and taking age-appropriate risks. She encourages children to eat nutritious food, which they help prepare, and provides lots of opportunities for them to be physically active, outside in the fresh air.

Outcomes for children are good

Children display positive attitudes to their play and learning. They are acquiring the key skills they need to support their future learning, including their move on to school or nursery. Children listen to and follow instructions well, as they play board games together. They demonstrate kindness as they work together to find suitable food and a home for a small snail that they find in the garden. Children confidently interact with visitors and express their needs to the childminder and each other.

Setting details

Unique reference number	EY545723
Local authority	Hampshire
Inspection number	10107838
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Hedge End, Southampton. She operates all year round from 7.30am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant home-based childcare qualification at level 3. She offers funded early education places for two-, three- and four-year-old children.

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