

Childminder Report

Inspection date	1 September 2017
Previous inspection date	2 December 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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 attends regular safeguarding training and visits professional childcare groups. Expertise is shared, which helps to keep her knowledge up to date. She evaluates her provision to identify weaknesses and continually implements improvements.
- The childminder interacts very well with children. She plans exciting activities, such as festivals and many outings, which support the children's interests to help them move on to their next stage of learning.
- The childminder teaches the children to share and take turns. She supports them very well with reasoning and finding solutions.
- The childminder plans effectively for children's needs and listens to parents' views, creating an environment in which children's interests are catered for very well.
- The childminder plans activities, supports the children and then helps them to recall what they did. This helps the children to learn about the world in which they live.

It is not yet outstanding because:

- The childminder misses some opportunities for children to have the choice and independence to learn outside to further support their sensory experiences.

What the setting needs to do to improve further

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

- extend opportunities for children to independently learn outside to support their sensory experiences even further.

Inspection activities

- The inspector reviewed the resources with the childminder.
- The inspector sampled some testimonials from parents and considered their comments.
- The inspector observed the childminder's interaction with young children and discussed their learning with her.
- The inspector discussed the childminder's self-evaluation process with her.
- The inspector sampled a selection of relevant documents.

Inspector

Penelope Redwood

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge and understanding of child protection policy and procedures if concerned for a child's welfare. The childminder uses her training and support from other professionals to make improvements, for example, in the environment. She has introduced more space for children to move around and access the range of good quality resources throughout the setting. The childminder is very supportive of children as they go forward to their next stage of learning. For example, to pre-school, nursery school or mainstream school. Effectively planned activities provided by the childminder help children make good progress in their learning and development. The childminder uses her observations and assessments of children's learning to monitor their progress. She shares the information with parents and carers, which helps to support the children's individual needs very well.

Quality of teaching, learning and assessment is good

The childminder skilfully uses mathematical language during children's play to support their learning. For example, she talks with them about the size and colour of boats and ships they have seen on an outing by the sea. She encourages children to practise their listening skills, such as when helicopters and planes fly near the house, and they compare engine noises. The childminder introduces new vocabulary at every opportunity, for example, naming different fruits that the children would like to eat at snack time. Children are supported well with early writing skills. For example, the childminder provides a variety of tools for children to independently make marks with, such as, pencils and chalks. The childminder plans regular outings to a local park, a large castle and grounds and the beach, where children can run, safely practising throwing stones into the sea and being physically active.

Personal development, behaviour and welfare are good

Children happily seek out the childminder for support, cuddles and attention. Children behave well and are strongly encouraged to be independent. For example, at tidy-up time they help to pack away and organise toys into labelled boxes. The childminder teaches children to share and take turns, such as when playing with the toys. Children really enjoy social outings where they meet with other groups of children and adults. For example, at the professional childminding weekly meet or on picnics. Children learn to stay safe. For example, when out in the community, they understand that they must walk on pavements and not run by the roads.

Outcomes for children are good

Children develop very good skills and are ready to embrace their next stage of learning. For example, the childminder supports children's transitions very well by visiting the setting or school with the children before they start. Children enjoy making marks with glue and pencils on paper, recalling earlier adventures and events and further supporting their thinking and recall. Children are happy and confident, enabling them to move seamlessly along the way to the next stage of their learning journey.

Setting details

Unique reference number	510585
Local authority	Hampshire
Inspection number	1107556
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	2 December 2016
Telephone number	

The childminder registered in 2000. She operates all year round, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant early years qualification.

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