

Childminder report

Inspection date	10 June 2019
Previous inspection date	20 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

- The childminder provides a well-resourced and inviting environment for children. This helps children to be motivated in their play and ignites their interest in learning. Children make good progress and are prepared well for their next stage in learning, including school.
- Children build strong bonds with the childminder and are happy and confident in her care. For instance, they enjoy cuddling up to her as they share a story together. The childminder supports children to develop good levels of self-esteem, so that they are willing to 'have a try' at new things. This helps to support children's emotional well-being effectively.
- The childminder promotes children's physical skills very well. She provides activities to strengthen younger children's small-muscle skills, to help them develop good coordination and control in their movements. This supports children in gaining the skills they need in readiness for writing, when the time comes.
- The childminder provides a wide variety of opportunities for children to learn outdoors, in and around their local community. For instance, children attend the local forest school where they meet friends, explore and develop an understanding of the natural world.
- The childminder supports children's communication and language skills well. She asks a good range of questions and gives children time to respond. Children are confident communicators and enjoy sharing their thoughts and ideas.
- The tracking of children's progress is not as sharply focused in some areas of their learning for the childminder to plan even more precisely for children's next steps.
- The childminder has not considered how she can develop further skills and knowledge that will be the most useful in helping her support the children that attend to make the best possible progress.

What the setting needs to do to improve further

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

- develop further the arrangements to monitor children's progress and plan their next steps even more precisely, to help children reach their full potential
- focus professional development more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs.

Inspection activities

- The inspector toured the parts of the childminder's home that children use.
- The inspector observed the children engaged in activities indoors and outdoors, and assessed the impact this has on their learning.
- The inspector checked evidence of the suitability of all adults who live at the setting, looked at a selection of policies and sampled children's records. She spoke to the childminder about how she evaluates the effectiveness of her provision.
- The inspector considered the written views of parents provided on the day of the inspection.
- The inspector observed children engaged in activities with the childminder and discussed children's learning and progress.

Inspector
Tara Naylor

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder uses new knowledge she gets from training to keep children safe, including from extreme views and behaviour. The childminder knows how to identify and report any child protection concerns, following her local procedures. The childminder promotes a safe and secure environment for children. She adopts a professional approach to her work and is well organised. She provides parents with a detailed range of documentation that underpins her practice to promote children's good health, safety and welfare. The childminder reflects on her practice to make changes that drive improvement. For instance, she has extended the range of information that she gathers from parents when children first start. This helps to promote consistent care routines for children when they move to her setting. Parents and children speak positively about the care the childminder provides. For example, older children say that 'the childminder makes me happy and safe'.

Quality of teaching, learning and assessment is good

The childminder is qualified and experienced and has a good understanding of how children learn. For instance, as children choose favourite books the childminder reads stories, bringing them to life using exciting voices. She helps younger children think about 'who monkey is looking for' and 'do snakes have legs?', as children think about and answer questions confidently. The childminder promotes children's physical skills well. For example, she teaches children how to use small bolts and screws as they practise screwing and unscrewing them. They develop good physical dexterity, to help support their small-muscle skills. The childminder completes assessments of children's progress, including two-year progress checks. She shares these with parents, to keep them informed of the progress their children make. The childminder places a good focus on working with parents to help promote children's self-care, such as potty training.

Personal development, behaviour and welfare are good

Children develop good social skills and behave well. The childminder is a good role model, treating children with kindness and respect. In turn, children learn how to be polite and courteous. The childminder places a strong focus on providing children with opportunities to be physically active. For instance, children enjoy playing in the childminder's garden, as they splash in puddles and practise filling buckets of water to help float boats. Children develop opportunities to learn how to manage some age-appropriate tasks independently. For instance, the childminder helps children learn how to put on their coats and fasten their shoes before they go outside to play.

Outcomes for children are good

Children make good progress in their learning from their starting points. They gain good attention skills and persevere at tasks that interest them. For instance, they learn how to use scissors to cut paper confidently. Younger children enjoy using pens to draw, as they name the different colours they use to create lines and circles. They learn how to put on and take off pen lids, to help support their good physical skills. Children are happy and confident and are interested in learning. This helps them gain skills that support their progression to their next stage in learning, including school.

Setting details

Unique reference number	EY246494
Local authority	Hampshire
Inspection number	10063189
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	20 October 2015

The childminder was registered in 2002 and lives in Alresford near Winchester. She provides care for children Monday to Thursday from 7.30am to 6pm during school term time only. The childminder is able to receive funding for free early education for children aged two, three and four years. The childminder holds an appropriate early years qualification at level 3.

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