

Childminder Report

Inspection date

22 August 2017

Previous inspection date

17 November 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 enthusiastic childminder motivates children well during play and supports them successfully in their next steps in learning. Children make good progress.
- The childminder has a confident understanding of how to safeguard children. He is knowledgeable about child protection issues and keeps his knowledge up to date.
- Children build a strong bond to the childminder. They respect what he says and learn the boundaries of behaviour well, cooperating and understanding the rules of the house.
- The childminder works well with his co-childminder and takes the lead role in teaching young children and carrying out assessments of their progress.

It is not yet outstanding because:

- On occasions, the written information the childminder shares with parents about their children's learning and development is not clear.
- Adult-led activities lack meticulous planning, which means opportunities for learning are not of the highest quality.

What the setting needs to do to improve further

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

- share clearer information with parents so that they fully understand their children's learning and development
- develop the planning and evaluation of adult-led activities further to help children make the best possible progress.

Inspection activities

- The inspector observed the play activities, spoke to children and evaluated the quality of the teaching in the home.
- The inspector spoke to the childminder at appropriate times during the inspection and discussed methods for assessing children's progress, including how the childminder evaluates the quality of his provision. The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of the parents after reading written questionnaires.

Inspector

Loraine Wardlaw

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a very secure understanding of his responsibilities. He is alert to child protection matters and explains he would follow local procedures to address any concerns about a child's welfare, including from those who show signs of extreme views. The childminder is committed and keen to improve his knowledge and skills and seeks further training to enhance his practice. For example, he planned a tasting activity with the children after completing a sensory play course. He monitors children's progress and addresses any gaps he identifies in their learning. The childminder works successfully with parents to ensure that he meets children's care and learning needs. He includes them in his evaluations of the setting. Parents are pleased with the childminding setting and how their children are progressing.

Quality of teaching, learning and assessment is good

The childminder has good teaching skills. He interacts with children well during their play, offering challenge and clear support. For example, he stimulates children's interest in books effectively by getting enthusiastically involved and acting out a favourite story in the garden. He encourages children to build with bricks and to be imaginative. He develops their speaking skills by talking about his own experiences on a boat and on holiday. When playing and learning together, he joins in with children well, encourages their ideas and builds on what each child knows and can do. For example, when children make a play dough house, he asks 'What can you make to go in the house?'. Overall, he has a sound understanding of how to observe, assess and plan to match children's needs.

Personal development, behaviour and welfare are good

Children behave well and develop strong relationships with the childminder and other children. They know how to keep safe, such as on garden equipment, because of the clear guidance and support they receive from the childminder. The welcoming and stimulating atmosphere helps children to feel secure and enjoy their learning. Children have plenty of play choices. They have ample fresh air and exercise, and enjoy healthy snacks and regular drinks, to support effective growth and development. The childminder provides children with plenty of opportunities to develop their physical skills in the garden and through local visits in the community.

Outcomes for children are good

Children are confident and inquisitive learners. They are curious and ask visitors questions. Children develop good levels of personal independence, such as when using the toilet. They show good large-movement skills as they climb to the top of the challenging climbing wall using their hands and feet. Children count accurately and recognise numbers on the hopscotch grid. They enjoy using chalks to develop their early writing skills and join in elements of a favourite story, acting it out with excitement. Children develop the skills needed in readiness for school.

Setting details

Unique reference number	EY311686
Local authority	Hampshire
Inspection number	1107625
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	17 November 2016
Telephone number	

The childminder registered in 2005. He lives in Fareham, Hampshire. The childminder works with another childminder. They provide care Monday to Friday from 6am to 6pm, throughout the year. The childminder holds a relevant early years qualification at level 3. He receives funding to provide free early education for children aged two, three and four years.

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