

Childminder report

Inspection date	10 December 2018
Previous inspection date	6 July 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 uses effective systems to track and monitor children's progress. She can very quickly identify gaps in their learning to provide additional support. Children progress well.
- The childminder has strong bonds with the children in her care. She collects an abundance of information when children first start, to support their development, and adapts her provision in line with their changing needs and requirements.
- The childminder has good partnerships with parents and other settings that children attend. She successfully shares information on children's progress and their next steps in learning to provide them with continuity in their care and development.
- The childminder provides an exciting and stimulating environment for children. They are engaged and enthusiastic learners who make their own choices in their play to build on their interests.
- The childminder uses her own nationality to challenge and build on children's communication and vocabulary in their learning. For example, children enjoy learning new words and singing nursery rhythms in French.
- The childminder does not precisely plan to keep her professional development consistent to enhance her knowledge and understanding.
- Occasionally, the childminder misses opportunities during planned activities to expand on children's emerging thoughts and ideas.

What the setting needs to do to improve further

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

- precisely plan for more professional development opportunities to enhance skills and knowledge consistently
- support children to expand on their own emerging thoughts and ideas during planned activities to build more on their learning.

Inspection activities

- The inspector had a tour of the areas of the home used for the childminding provision. The inspector took into account the written views and comments of parents.
- 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 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.

Inspector

Gwen Andrews

Inspection findings

Effectiveness of leadership and management is good

The childminder uses the process of self-evaluation well. She includes the views and comments of parents and children to help identify areas for improvement, to raise the quality of her provision. Safeguarding is effective. The childminder is confident in how she would identify potential signs of abuse and the procedures she would use to report any concerns for a child's welfare. She has good policies and procedures in place to underpin her practices, and reviews these regularly to keep them up to date and relevant. The childminder has worked well towards the recommendations set at her last inspection. For example, parents share more information about what children do at home, to help her plan more-challenging experiences for their learning. The childminder uses good risk assessments to help keep children safe when at home and on outings in the community. She has good partnerships with other childminders in the area to share ideas and build on more opportunities for children to learn to play and share with others.

Quality of teaching, learning and assessment is good

The childminder observes children's learning to closely follow and provide for their changing abilities. Children are learning about empathy and caring for others. For example, they show tenderness as they gently wash the dolls in the baby bath. The childminder helps children to develop their early literacy and mathematics skills in their everyday play. They enjoy reading a book about a snowman and eagerly look at the different pictures. The childminder helps the children to count the buttons on the snowman's coat and children show their increased understanding as they count the buttons on their own clothes. Children are increasing in their concentration and coordination skills, for example, as they use the magnetic fishing rod to catch colourful fish.

Personal development, behaviour and welfare are good

Children behave well. The childminder is a good role model who consistently reminds children about acceptable behaviour and boundaries. Children express their wants and needs with ease and are starting to manage their own feelings. The childminder values the importance of children having many opportunities to build on their physical development and gaining an early understanding of being healthy. For instance, children go to weekly dance classes and have daily access to the childminder's garden to explore and investigate with large-scale equipment. The childminder enters into pertinent discussions with the children during mealtimes to talk about the foods they like to eat and how this helps them to grow strong. Children are constantly praised for their achievements and show a determination in trying things independently to help raise their self-esteem and confidence.

Outcomes for children are good

Children progress well from their starting points. They are curious, inquisitive and motivated in their play. Children use simple technology to help them to learn about the world around them and absorb more information in their learning. For example, they enjoy using a camera to take pictures of their favourite things. Children are developing the necessary skills they require for their future learning.

Setting details

Unique reference number	EY348637
Local authority	Hampshire
Inspection number	10063221
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 July 2015

The childminder registered in 2007. She lives in Aldershot, Hampshire. The childminder works Monday to Friday during term time only, from 7.30am to 5.30pm. She holds a relevant qualification at level 3.

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