

# Childminder Report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 19 January 2016 |
| Previous inspection date | 26 May 2011     |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Good        | 2        |
| 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 makes good use of her home to create a welcoming, child-centred environment.
- The childminder's quiet and gentle approach helps children feel calm and secure. They form a strong bond with the childminder, which gives them confidence to explore their surroundings and try new experiences.
- Children enjoy a wide variety of stimulating activities. The childminder effectively promotes their learning, so they make good progress overall from their starting points.
- The childminder follows stringent practices that help her to keep children safe and healthy.
- The childminder communicates effectively with parents. She keeps them well informed about their child's day and achievements. They welcome her friendly advice on how they can support their children's learning at home.
- The childminder reflects regularly on her practice and continuously improves the care and learning she provides to benefit children.

### It is not yet outstanding because:

- Although the childminder supports children's counting and number recognition well, she does not always extend their learning about quantity, and encourage them to make simple calculations and solve problems.

## 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 use quantities, make simple calculations and solve problems in their play.

### Inspection activities

- The inspector observed the childminder and children playing and during daily routines in the childminder's home.
- The inspector discussed with the childminder how she supports children's learning and monitors their development.
- The inspector looked at all areas of the home and garden used by children.
- The inspector looked at documentation, including samples of policies and procedures, children's records, evidence that household members over 16 years are suitable to be with children and the childminder's training certificates.
- The inspector read recent references from parents and took account of their comments.

### Inspector

Rachel Edwards

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder clearly understands her responsibility to protect children and knows what she must do if she has concerns. She is alert to possible hazards within her home and takes appropriate action so that children can safely explore their environment. The childminder uses knowledge from training effectively. For example, she has created a comfortable reading area, encouraging children to look at books more frequently. She has learnt some sign language, which she uses with children to reinforce their understanding and early communication. The childminder accurately monitors children's development. She quickly identifies when children's progress is less than typical and makes sure they receive the additional help they need to help catch up. The childminder has good links with other settings children attend to help her provide children with consistent learning experiences.

### Quality of teaching, learning and assessment is good

The childminder makes learning fun. She provides a broad range of interesting activities so that children enjoy learning, develop curiosity and begin to think creatively. For example, babies delight in playing with foam and the childminder encourages them to explore its features. Younger children snuggle up with the childminder for stories that she skilfully brings to life with props and actions. The childminder plans activities well. For example, children watch butterflies develop from eggs at the childminder's home. They visit a 'rain forest' centre where they see many types of butterfly, helping them develop a greater understanding. The childminder makes sure children can reach the resources themselves and so develop their own play. They practise counting, for example on shopping trips and begin to link letters to sounds.

### Personal development, behaviour and welfare are good

Children benefit from regular group activities with the childminder, where they socialise with different adults and children away from the childminder's home. They learn to value differences between themselves and others and to respect others' ideas and opinions. The childminder supports children's healthy lifestyles well. Children thoroughly enjoy the nutritious food the childminder provides. The childminder ensures meals are relaxed and sociable. Children help to grow fruit and vegetables, which gives them a greater interest in healthy eating. The childminder has high expectations for children's behaviour. Children respond well to her clear and consistent guidance and the childminder works closely with parents, so they have a consistent approach. Children behave very well.

### Outcomes for children are good

Children are confident, begin to do things for themselves, and are eager to learn. They develop the skills they need for future learning and moving on to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY356275                                                                          |
| <b>Local authority</b>             | Hampshire                                                                         |
| <b>Inspection number</b>           | 835336                                                                            |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 8                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 9                                                                                 |
| <b>Name of provider</b>            |                                                                                   |
| <b>Date of previous inspection</b> | 26 May 2011                                                                       |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2007. She lives in the village of Goodworth Clatford, near Andover, Hampshire. She cares for children every day throughout the year, from 7.30am until 6pm, except for family holidays. The childminder holds a childcare qualification at level 3. She receives funding for the provision of early education for children aged two, three and four years.

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Piccadilly Gate  
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