

# Childminder Report

**Inspection date**

27 July 2016

Previous inspection date

9 March 2015

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---------------------------------------------------------------|-------------------------|----------------------|----------|
|                                                               | 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 plans activities and experiences that reflect children's interests and stages of development well overall. She provides good learning experiences for children and adapts activities to the different learning needs of each child. Outcomes are good.
- The childminder carefully observes and assesses children's progress and plans for the next steps in their learning. She encourages parents to contribute to the assessment process and involves them in their children's learning. She investigates and closes any gaps in children's learning effectively.
- Children respond well to the consistent rules, routines and expectations that help to keep them safe. With appropriate supervision, they learn to use tools, such as scissors, safely and responsibly.
- Children enjoy playing with the childminder. She creates a happy learning environment where children feel safe and secure. They confidently seek and receive her attention and develop good levels of well-being.

### It is not yet outstanding because:

- The childminder does not always seize opportunities to challenge children's mathematical awareness as they explore and play.
- The childminder does not always gain a full range of information about what children know when they start, to help her to plan for their learning from the outset.

## What the setting needs to do to improve further

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

- make the most of opportunities to extend children's understanding of number, shape, position and size, to further develop their mathematical skills
- gather more detailed information about children's skills when they first start, to help plan their early learning opportunities more effectively.

### Inspection activities

- The inspector toured the premises and viewed the resources.
- The inspector sampled a range of documents, including children's information and learning records, the attendance register, and the policies and procedures.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed the activities, self-evaluation and safeguarding requirements.
- The inspector took into account the written views of parents.
- The inspector observed the interactions between the children and the childminder, and discussed the effectiveness of an activity with the childminder.

### Inspector

Lynne Lewington

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has made the required improvements since her last inspection to offer good-quality provision. Safeguarding is effective. Thorough risk management helps to support children's safety in the home and on outings. The childminder knows how to implement child protection procedures and refer welfare concerns to the appropriate safeguarding services. Her well-established systems for sharing information with parents, her assistant and other professionals help to provide continuity of care for children. The childminder updates her knowledge and seeks the views of all those involved with the children to inform her self-evaluation and improve children's experiences. Parents comment very favourably on the 'home-from-home' environment and the progress they can see their children make in the childminder's care.

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

The childminder encourages children's learning effectively. She plans a wide range of activities and experiences that inspire and interest children of all ages. The childminder's enthusiasm means the children are motivated and eager to play and learn. They benefit from opportunities to experiment with resources and use their imaginations in their play. Children design and make models with boxes and containers. They develop perseverance and good coordination, for example, as they learn to use the scissors and master cutting sticky tape for their models. The childminder encourages children's language development well. She models language clearly and asks questions that encourage children to think and respond.

### Personal development, behaviour and welfare are good

Children are happy and confident in the childminder's care. The childminder provides lots of praise and encouragement for children's efforts, to build on their self-esteem and confidence. The childminder is a positive role model who encourages good manners. Children behave well. They are learning to look after the resources, share, take turns and be helpful to others. Children develop an awareness of living healthy lifestyles. For example, they follow good hygiene routines and learn about healthy eating. They enjoy outdoor activity in the fresh air and natural light as part of their daily routine.

### Outcomes for children are good

Children make good progress. They develop good early reading and writing skills. For example, children enjoy listening to a story and talking about the pictures, and they create shopping lists during role play. Children learn to accept and respect the similarities and differences between people. They meet many people in the community and learn about traditional and cultural events. Children are well prepared for school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY370291                                                                          |
| <b>Local authority</b>             | Hampshire                                                                         |
| <b>Inspection number</b>           | 1054566                                                                           |
| <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>       | 2 - 7                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 9                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 9 March 2015                                                                      |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2008. She lives in Hook, Hampshire. She occasionally works with an assistant. The childminder works Monday to Friday, all year round.

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