

Childminder Report

Inspection date

2 October 2015

Previous inspection date

19 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 has a thorough understanding of how children learn. She provides interesting and stimulating activities that she tailors to children's individual needs and interests. As a result, all children make good progress in their learning.
- The childminder develops close and caring bonds with children to promote their emotional well-being and sense of belonging. Partnerships with parents are good. The childminder works closely with parents to develop a shared approach to help children learn at her setting and at home.
- The childminder places a strong focus on keeping the children safe at home and on outings. She teaches children to identify risks by completing risk assessments with them to help them learn how to keep themselves safe from harm.
- The childminder continuously strives to improve. She reflects on her practice and considers the views of parents and children to evaluate the quality of her provision. She adapts her provision accordingly to help promote outcomes for children further.

It is not yet outstanding because:

- The childminder does not use all opportunities to promote younger children's independence and self-care skills.
- The childminder misses opportunities to promote children's learning using modern technology.

What the setting needs to do to improve further

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

- use all opportunities for children to develop their independence and self-care skills
- increase opportunities for children to learn about how to use technology, to promote further their understanding of the world around them.

Inspection activities

- The inspector toured the areas used for childminding.
- The inspector observed the children and the childminder's interactions with them during play, and discussed the children's progress.
- The inspector examined a sample of policies, documents and children's records.
- The inspector spoke with one parent to gain their view.
- The inspector reviewed the childminder's self-evaluation form.

Inspector

Frances Horgan

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a thorough understanding of her responsibilities to promote children's learning and well-being. She monitors their progress successfully and uses her observations and knowledge effectively to ensure that they are motivated to learn. Safeguarding is effective. The childminder identifies risks effectively to minimise hazards for children. She knows the signs and symptoms that would give her cause for concern about a child's welfare. She works collaboratively with parents and other settings that children attend to complement children's learning. The childminder keeps her skills and knowledge up to date through regular training. For example, training in sign language has had a positive impact on helping her to promote children's communication skills.

Quality of teaching, learning and assessment is good

The childminder provides interesting activities and experiences to promote children's learning. She extends children's early mathematical skills well, for example, as they race cars along a tape measure fixed to the floor to record how far their car has travelled. Outside, children enjoy exploring and creating, such as making perfume and potions out of lavender in the mud kitchen. The childminder interacts and engages well with children to promote their communication and language skills. For example, she asks useful questions that encourage children to think and respond. The childminder makes ongoing assessments of children's progress to identify any gaps in their learning and offers additional support where needed. She is particularly skilled in helping children learning English as an additional language to understand, for example, using sign language. Children attend group time at the local children's centre or the library, for example, where they socialise with other children. They learn about individual differences in the wider world, such as through discussion and outings in the local community. Children acquire key skills to prepare them for the next stage of their learning.

Personal development, behaviour and welfare are good

The childminder works closely with parents to help meet children's individual needs when settling-in to promote children's confidence and well-being. She has high expectations of children, and consistently promotes positive behaviour using a gentle and calm approach. For example, she reminds children to, 'Use gentle hands,' share and take turns. Children quickly understand what is expected of them and, as a result, behaviour is good. Children develop a good understanding of leading healthy lifestyles. For example, the childminder teaches children about good hygiene routines and the importance of eating healthy foods.

Outcomes for children are good

All children make good progress in their learning in relation to their starting points. Younger children gain confidence and are well prepared for their next stage in learning. Older children are prepared well for school. Consequently, outcomes for children are good.

Setting details

Unique reference number	EY413336
Local authority	Hampshire
Inspection number	832079
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	19 January 2011
Telephone number	

The childminder registered in 2010. She lives in Fareham, Hampshire. The childminder operates her service each weekday all year round with the exception of family holidays. The childminder holds a relevant early years qualification at level 3. She is accredited to receive funding for the provision of free early education for children aged two, three and four years.

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