

Childminder Report

Inspection date

24 May 2018

Previous inspection date

30 March 2015

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

- Children are happy and settled in the childminder's care. They enjoy her company and take obvious delight in playing with their friends. The childminder effectively supports their emotional well-being.
- Parents are fully involved in their children's time with the childminder. For example, she shares regular photographs, updates and assessments with parents and asks them to share their children's achievements at home. Children make good progress in their learning from their starting points.
- The childminder effectively works in partnership with other settings children attend. This leads to high levels of consistency and continuity in children's care and learning.
- The childminder invites parents to give their views about her setting. She uses these opinions to help her reflect on her practice and make plans for ongoing developments. Parents speak highly of the childminder and the support she provides for their families.

It is not yet outstanding because:

- The childminder has not fully considered making the most of the outdoor learning environment. This does not fully engage children who prefer to play outdoors in their learning to help them make the best possible progress.
- Occasionally, the childminder misses opportunities to fully extend children's mathematical development, such as during everyday routines.

What the setting needs to do to improve further

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

- continue to strengthen the outdoor environment and provide even more opportunities for children to learn outdoors
- strengthen learning opportunities in mathematics to improve children's outcomes even further.

Inspection activities

- The inspector observed the childminder and children as they played. She listened to their interactions and talked to them at appropriate times.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records and suitability checks.
- The inspector took note of written views from parents.
- The inspector viewed areas of the house and garden used for the care of children.

Inspector

Emma Dean

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is fully aware of her responsibilities to promote children's welfare. She uses a range of tools, such as robust risk assessments, and effectively implements her policies to help keep children safe. The childminder understands current child protection issues and she knows what procedures to follow if she has any concerns. The childminder updates her skills and knowledge regularly, for example, by attending training. She uses her knowledge effectively to provide a challenging range of activities to support and extend children's learning.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She understands what they like to play with and do. She uses this knowledge effectively to plan exciting activities to help support their learning. For instance, the childminder extends children interest in caterpillars and butterflies and they discuss life cycles and make their own butterflies. The childminder makes regular, highly accurate observations and assessments of children's learning. She quickly identifies if children need more support in any areas of learning. She effectively works with parents to close gaps and seek additional help if necessary. The childminder supports children's communication development well. For example, she introduces children to many new words as they play.

Personal development, behaviour and welfare are good

The childminder offers children many opportunities to learn about a healthy active lifestyle. For example, she provides children with a variety of nutritious meals. Children enjoy many outings, such as walks to the woods, local parks and canals. They have the opportunity to learn about the natural world and meet different people. This effectively supports their developing understanding of the wider world. The childminder is calm, softly spoken and a positive role model for children. They behave well. The indoor environment is visually stimulating and welcoming. Children know where their favourite toys are stored and can easily make decisions and choices about their play.

Outcomes for children are good

Children are confident and eager learners. They enthusiastically explore the resources and activities on offer. Children learn early reading skills, such as the sounds letters represent. They understand simple rules and boundaries, for instance, not running indoors so that they stay safe. Children relish opportunities to help prepare meals and snacks. They carefully listen and follow instructions from the childminder about knife safety. Children develop good social skills, for instance, as they play and negotiate with their friends. Children learn many skills to support them as they move on to school.

Setting details

Unique reference number	EY442302
Local authority	Hampshire
Inspection number	1095298
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	4
Number of children on roll	6
Name of registered person	
Date of previous inspection	30 March 2015
Telephone number	

The childminder registered in 2012. She lives in Fleet, Hampshire. The childminder provides care from Monday to Friday from 7am to 6pm throughout the year. She has a relevant childcare qualification at level 3.

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