

Childminder Report

Inspection date	12 September 2016
Previous inspection date	12 November 2012

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 shares thorough assessments of children's progress with their parents. She works closely with parents to support consistency in children's care and learning.
- Children develop warm and trusting relationships with the childminder. She is kind and responsive to their needs. This supports children's emotional well-being and helps them to be happy, confident and ready to learn.
- The childminder has a wide range of health, safety and well-being policies to support children's care and she shares these with parents. Her everyday practice reflects her diligence in keeping children safe and healthy.
- Children gain a wealth of skills across all areas of learning. They are very well prepared for the next stage in their learning and, when the time comes, for their move to school.
- The childminder speaks English, Spanish and some Italian. She is very skilled in nurturing children who are bilingual and in raising children's knowledge of the rich diversity of international languages, customs and traditions.

It is not yet outstanding because:

- The childminder does not consistently make the most of opportunities to encourage children to complete manageable tasks to become even more independent.
- Professional development is not focused as well as possible on teaching and learning, to support excellence and even better outcomes for children, particularly high achievers.

What the setting needs to do to improve further

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

- make better use of everyday opportunities to further support children's growing independence
- continue to seek innovative ways to enhance knowledge and skills further through professional development activities.

Inspection activities

- The inspector observed care routines and teaching, and the impact of these on children's progress.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of the views of parents in written communication.
- The inspector spoke with the childminder about the impact of her training, experience and practice on children's well-being, learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

The childminder is a skilled and dedicated professional who works conscientiously to provide good standards of provision for the children in her care. She carefully assesses risks and finds other ways to provide children with safe outdoor and physical play while home improvements are underway. Safeguarding is effective. The childminder is well trained in child protection procedures and quickly adopts new guidance into her daily practices to support children's health, safety and welfare. She reflects well on her provision, adjusting and developing this to ensure she is able to meet the ever-changing needs of the children and their families.

Quality of teaching, learning and assessment is good

The childminder observes and monitors children's progress in depth. She provides an interesting and varied range of learning experiences that she matches well to children's specific needs. For example, the childminder takes children to singing groups, downloads music and borrows tapes of rhymes from the library to extend children's use of different languages. The childminder ensures that children freely choose resources that capture their imaginations. They show great levels of concentration as they investigate and try new experiences. For example, toddlers are fascinated as they repeatedly fill and refill funnels and watch the contents pour out when they lift them off the table.

Personal development, behaviour and welfare are good

The childminder has a calm and positive manner. She has created a welcoming, nurturing environment, where children enjoy choosing from a wide selection of toys and resources. As children act out familiar experiences, such as visiting the doctor, the childminder skilfully extends their understanding of how to be kind, caring and to keep safe. The childminder is a good role model. She establishes clear rules and boundaries for behaviour. For example, she helps older children balance time with friends, technology and imaginative play. Children of different ages mix well and develop good social skills.

Outcomes for children are good

Children play and explore happily and with confidence. All children make good levels of progress and learn the key skills they need for the next stage in their learning. Children who are learning more than one language make particularly good progress from slightly slower starting points. Children are keen to explore and enthusiastic about trying new ideas at the setting and as they meet friends and investigate different aspects of their local community.

Setting details

Unique reference number	EY446240
Local authority	Hampshire
Inspection number	1059334
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	12 November 2012
Telephone number	

The childminder registered in 2012. She lives in Basingstoke, Hampshire and provides care from 7am to 6pm on Monday to Friday, all year round except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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