

Childminder Report

Inspection date

11 May 2016

Previous inspection date

25 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 good understanding of how children learn. Children are motivated and have a positive approach to their learning. They initiate their own play and make good progress from their initial starting points.
- The childminder is a very good role model. She knows the children well and provides them with clear rules and boundaries. Children are well behaved, share, take turns and consider the needs of others.
- Partnerships with parents are well established. The childminder shares information about their children's learning and how this can be extended at home. Parents speak well of the childminder, and value the care and learning that their children receive.
- The childminder evaluates what she does well and identifies accurately what she would like to do to improve. She includes the views of parents and her co-childminder in the self-evaluation process to help drive improvements that benefit children's outcomes.

It is not yet outstanding because:

- The childminder does not always give children enough time to think about and consider her questions, express their thoughts and respond with their own ideas.
- The childminder sometimes completes some personal things for children that they could be supported to do for themselves.

What the setting needs to do to improve further

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

- provide opportunities for children to answer questions, share their own thoughts and develop their own ideas as effectively as possible
- increase opportunities for children to carry out even more appropriate personal care tasks for themselves.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector asked the childminder questions about her practice and spoke with children at appropriate times throughout the inspection.
- The inspector sampled a range of documents, including children's information and learning records, safeguarding procedures, qualifications and training certificates, self-evaluation, attendance registers and a selection of policies and procedures.
- The inspector took into account the views of parents and carers spoken to on the day and from written feedback.

Inspector
Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good awareness of the procedure to follow should she have any concerns about the welfare of a child in her care. Furthermore, she teaches children to manage their safety and appropriate risks for themselves. The childminder offers effective support and supervision to her co-childminder and together they reflect on the quality of their teaching. The childminder monitors and tracks children's progress carefully. Any gaps in their learning are quickly identified and swift interventions put in place. The childminder is qualified and experienced. She is committed to continually updating her professional knowledge. For example, she attends a wide range of training to help raise children's outcomes and meets regularly with other childminders to impart her knowledge. The childminder shares information with other settings that children attend, to help support continuity in their care and learning.

Quality of teaching, learning and assessment is good

The childminder observes, assesses and plans effectively for the individual learning needs of all children. Overall, children develop their communication and language skills. For example, the childminder models clear language and children quickly learn new words, such as 'artistic' and 'squidgy', while they play. Children persist at activities for extended lengths of time, and are creative and imaginative in their learning. For example, they attempt to form and identify letters from dough, and make special rings and pictures for their family and friends. Books are freely accessible and regularly read. Children have many opportunities to develop their understanding of the world. For example, they delight in watching and identifying birds, and discussing how to help their plants grow.

Personal development, behaviour and welfare are good

The childminder has high regard for children's emotional well-being. For example, she offers them regular praise, and children demonstrate a strong sense of belonging. The childminder helps children to have a good understanding of what contributes to a healthy lifestyle. For example, together they talk about the importance of a healthy diet and of eating fruit. Children enjoy being physically active and spend time outdoors daily. The childminder teaches children to gain an awareness of their own needs and those of others. For example, they celebrate a variety of festivals and learn about differences and similarities within their community.

Outcomes for children are good

Children are well prepared for the next stage in their learning, including starting school. They are confident and social learners, and are keen to take part in their play. Children gain good early mathematical skills. For example, they count, can name some shapes, and know about different sizes and quantities.

Setting details

Unique reference number	155655
Local authority	Hampshire
Inspection number	826040
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	25 February 2011
Telephone number	

The childminder registered in 2002 and lives in Aldershot, Hampshire. She operates from Monday to Friday, 7am to 6.30pm, all year round, except for bank holidays and family holidays. The childminder works alongside another registered childminder and holds an appropriate qualification at level 4. She receives funding to provide early education for children aged two, three and four years.

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