

Childminder Report

Inspection date	25 April 2017
Previous inspection date	22 June 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

- The childminder knows children well. Children make good progress in their learning. She regularly observes children as they play and uses this information effectively to identify what they need to learn next.
- The childminder is knowledgeable about how to protect children and keep them safe. If there are concerns about a child's welfare, the childminder has clear procedures to follow.
- The childminder works well with other settings. For example, she exchanges information with other providers about children's care each day to ensure a consistent approach to children's development and learning.
- Children settle well and quickly grow in confidence. The childminder is sensitive to children's individual care routines and adapts the day to meet their needs well.
- The childminder supports children to be active on a daily basis. For example, she encourages children to be engaged in purposeful physical activities on their trips to the local park and woods.

It is not yet outstanding because:

- On occasions, the childminder's teaching strategies do not help children to make the best rates of progress in their mathematical development.
- Strategies to engage parents in supporting, and sharing information about, their children's learning are not far reaching enough.

What the setting needs to do to improve further

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

- develop teaching strategies to encourage children's understanding of mathematics and mathematical language during their play, to encourage greater rates of progress in this aspect of their learning
- use a more successful range of strategies to encourage parents to make a wider contribution towards their children's learning and development.

Inspection activities

- The inspector observed the quality of teaching.
- The inspector had discussions with the childminder in relation to observations of children's learning and play.
- The inspector held discussions with the childminder and spoke to the children.
- The inspector checked relevant documentation in relation to safeguarding and children's learning.

Inspector

Vanessa Dooley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues and the procedures to follow if she has concerns about children's welfare. She places a robust emphasis on ensuring children's safety. The childminder ensures she assesses risks and minimises any hazards to children. The childminder evaluates her practice with her co-childminder. For example, she spends time discussing how activities and resources can be improved. The childminder is proactive in undertaking training to improve her teaching. She works well in partnership with others. For example, each term she writes a developmental summary report for each child and shares this with other settings that those children attend.

Quality of teaching, learning and assessment is good

Children have opportunities to explore. For example, the childminder provides them with a range of role play resources to investigate. The childminder identifies children's interests to inform the next steps for their future learning. For example, children enjoy playing with dolls and can demonstrate where parts of their face are. Children enjoy reading books. They are able to explore new vocabulary, such as 'raccoon'. They are persuaded to be independent in their everyday skills. For example, children are encouraged to take off their own shoes when in the house. The childminder praises children well, for example, when children share an achievement, such as feeding themselves.

Personal development, behaviour and welfare are good

Children learn how to manage their own behaviour and are confident in their surroundings. They are able to understand about staying safe and managing risks. For example, they know to sit down at the table when eating their lunch. The childminder understands the importance of preparing children for the next stage in their learning and the subsequent move on to school. The childminder talks to the children about what happens when they go to school to help them prepare for the transition. Children learn to share their toys. They delight in showing the childminder what they have achieved when they are able to draw.

Outcomes for children are good

Children make good progress in relation to their starting points. They are motivated to explore and persevere in activities that interest them. Children learn to manage their own personal care needs and quickly become independent. They develop good social skills and confidence in their surroundings. For example, they are able to independently wash their hands before lunch.

Setting details

Unique reference number	111533
Local authority	Hampshire
Inspection number	1089079
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	22 June 2015
Telephone number	

The childminder registered in 1993 and lives in Rowner, Gosport. She works with her husband who is also a childminder. She holds a recognised early years qualification at level 6 and receives funding for the provision of free early education for two-, three- and four-year-old children.

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