

Childminder Report

Inspection date	20 April 2016
Previous inspection date	1 March 2012

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 quality of teaching is good. The childminder knows the children well and completes thorough observations and assessments of their progress. She uses the information to plan interesting activities that support children's next steps in learning. Children make good progress and are well prepared for their future learning.
- Children are happy, settled and behave well. The childminder is a positive role model who has clear behaviour expectations. For example, she speaks kindly and calmly to children.
- The childminder has established good relationships with parents and other professionals involved in children's care. She regularly shares information with them about children's learning and development. This provides a consistent approach to supporting children's needs.
- The childminder monitors and evaluates her provision well. She uses feedback from parents and children to help identify and improve the quality of her provision.

It is not yet outstanding because:

- Sometimes, the childminder does not always provide effective support to extend children's mathematical development, in particular for older and more-able children.
- The childminder does not always gain in-depth information from parents about what their children know and can do when they first start, to enhance the monitoring of their progress.

What the setting needs to do to improve further

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

- provide more challenging activities to support children's mathematical development, in particular to extend more-able and older children's learning further
- gain more information from parents about what their children know and can do when they first start, to monitor children's progress more accurately over time.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed the premises, toys and equipment.
- The inspector sampled documentation, including children's records.
- The inspector spoke to the childminder and children at various times during the inspection.
- The inspector took account of the views of parents in written feedback.

Inspector

Eileen Chadwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder ensures children's welfare and protects them from harm. She gives the safeguarding of children a high priority. The childminder has a thorough understanding of child protection procedures and knows how to report concerns. Children receive good support to help them identify and manage possible risks, for example, they learn how to manage steps carefully. The childminder completes training and liaises with other practitioners to develop her professional knowledge. She understands her responsibilities to keep her assistant's knowledge and understanding up to date.

Quality of teaching, learning and assessment is good

The childminder provides a welcoming and stimulating environment. Children make decisions about their activities. For example, they make independent choices from the wide range of resources to support their interests and play ideas. The childminder interacts well with children and strongly focuses on developing their communication and language skills. For example, she uses questioning effectively to extend children's understanding, and listens carefully to young children's developing speech. The childminder skilfully introduces new vocabulary, such as while children play with small-world sea creatures. Children have many opportunities to develop their imagination and thinking. For example, during enjoyable role play, the childminder's effective questioning extends older children's thinking and speaking skills well.

Personal development, behaviour and welfare are good

Children build trusting relationships with the childminder and feel secure in her care and show they feel comfortable and safe. They independently and confidently move around the childminder's home. The childminder is caring and attentive to children, and promotes their positive social skills. Children are polite, helpful and considerate. They develop good relationships with other children and adults, such as during visits to toddler groups. The childminder teaches children the importance of a healthy lifestyle. For example, children enjoy a range of outdoor activities, such as to the park to help develop their physical skills. Children develop a secure understanding of the importance of good hygiene, such as washing their hands before eating.

Outcomes for children are good

Children make good progress in their learning and gain the skills required for their eventual move to school. They are motivated and curious learners who ask questions and make suggestions. Children develop their early literacy skills well. They show a strong interest in listening to stories. They develop their early writing skills, such as through painting and chalking. Children learn to share, take turns and cooperate successfully.

Setting details

Unique reference number	EY433450
Local authority	Portsmouth
Inspection number	822828
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 provider	
Date of previous inspection	1 March 2012
Telephone number	

The childminder was registered in 2011. She lives in Southsea in Portsmouth, Hampshire. The childminder provides care from 7.30am to 6pm, Monday to Friday, for most of the year, except for family holidays. The childminder receives funding to provide free early education for children aged three and four years. She holds a relevant early years qualification at level 6. The childminder very occasionally works with an assistant.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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