

# Childminder Report



<b>Inspection date</b>	7 December 2016
Previous inspection date	4 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 happily learn through purposeful play and are well supported by the experienced childminder. They make good developmental progress.
- Children enjoy a home-from-home, nurturing environment where they receive plenty of positive attention. The childminder communicates well with children. Relationships are very strong and often go beyond their early years.
- The childminder has a secure knowledge and understanding of how to safeguard children. She keeps her knowledge up to date such as by accessing refresher courses.
- Partnerships with parents are strong to provide good continuity in children's care and learning. Parents are full of praise and write positive comments about the setting.

### It is not yet outstanding because:

- The childminder does not use her observations of children's play to assess and extend children's mathematical development as well as possible.
- Children have limited opportunities to explore a wide range of songs and rhymes, to support further their imagination and creativity.

## What the setting needs to do to improve further

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

- monitor children's mathematical progress even more closely, to help plan activities more precisely and challenge learning even further
- explore more ways to enrich children's creative development.

### Inspection activities

- The inspector observed children's interaction with the childminder and their play and activities.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector discussed the quality of children's learning experiences with the childminder.
- The inspector sampled a range of documents including children's records and evidence of the childminder's self-evaluation.

### Inspector

Lorraine Wardlaw

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of what to do if she becomes worried about a child. She keeps risks to a minimum. The childminder takes her responsibilities very seriously to ensure requirements are met, for example notifying Ofsted of significant events. Since her last inspection, she has maintained good standards and built on her practice by continued self-reflection and improvement. For example, she has developed her garden to increase children's outdoor learning opportunities. Partnerships with other settings are well established to ensure children's good progress and continuity of care.

### Quality of teaching, learning and assessment is good

The quality of teaching is strong. The childminder develops a good understanding of children as individuals. Overall, she identifies and addresses gaps in their achievements effectively. For example, she provided extra support to help children to hold a pencil effectively and to practise their early writing skills. The childminder assesses children's language development accurately and understands how to provide effective support. For example, she talks to children about what they are doing, asks useful questions and introduces new words to help extend their vocabulary and thinking skills.

### Personal development, behaviour and welfare are good

The caring and dedicated childminder offers children an engaging environment to nurture their development. Children are motivated, confident and independent learners who behave very well. They thrive on the praise and encouragement the childminder lavishes on them. Children eagerly become involved in daily routines. For example, they make choices from a good variety of play resources and help to tidy up before snack time. The childminder pays careful attention to supporting children's good health and keeping them safe from harm. For example, they gain fresh air and exercise. The childminder keeps her dogs separate from the children unless they go on a supervised walk together. Children learn about differences in others including through outings in the community and discussions.

### Outcomes for children are good

All children learn a range of skills to prepare them for the next stage in life. They make good levels of progress in relation to their individual starting points. For example, toddlers attempt to post shapes into a shape sorter, developing their problem-solving skills. Two-year-olds enjoy using their physical skills and are expressive during Christmas craft activities, asking questions and engaging in simple conversations with the childminder. Young children complete simple puzzles and learn their colours.

## Setting details

<b>Unique reference number</b>	143242
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	1061478
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	4 September 2013
<b>Telephone number</b>	

The childminder registered in 1989. She lives in Southsea, Hampshire. The childminder offers her service each weekday, all year round.

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