

# Childminder Report

**Inspection date**

18 January 2017

Previous inspection date

9 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

- The childminder reflects on her practice well to ensure that children are getting valuable learning experiences that help them make progress. She regularly discusses ideas to improve her practice with parents and children.
- The childminder has a good understanding about how children learn, and provides challenging and exciting activities that keep children engaged and focused. Children make good progress from their starting points.
- The childminder has very close relationships with children and they are confident. For example, they arrive happily and part well from their parents. The older children are eager to ask the childminder questions and engage in conversations.
- Children develop well and as expected for their age, and are interested in their learning. They play well alongside each other and are kind. They develop good friendships and enjoy the company of other children and adults.

### It is not yet outstanding because:

- Occasionally, the childminder does not make highly effective use of partnership working with parents and others to ensure that she quickly obtains the necessary guidance to support children's individual needs.
- At times, the childminder misses opportunities to help children manage and express their feelings towards their friends to develop their positive behaviour even more.

## What the setting needs to do to improve further

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

- improve partnership working with parents and other professionals even more to ensure that support for individual children, when required, is sought swiftly
- help children more to be aware of their feelings and those of others.

### Inspection activities

- The inspector was shown around the parts of the childminder's home used for childminding.
- The inspector observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with children to gain an understanding of their views.
- The inspector took account of parents' views.
- The inspector sampled a range of documentation.

### Inspector

Claire Watson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough awareness of child protection concerns and how to deal with them. She has a wide range of resources to support the learning and development of babies and children. These are displayed attractively and motivate children to want to play. For example, children independently moved to the 'farm shop' in the kitchen, where real vegetables are accessible for children to use. The childminder carefully follows her comprehensive policies, procedures and risk assessments, and shares them with parents. She continuously develops her knowledge to understand best practice and improve her teaching. For example, she recently obtained a degree related to early years.

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

The childminder tailors activities well depending on children's stage of learning. For instance, she skilfully adapted her interactions to meet the needs of older and younger children when measuring and filling bowls with porridge at story time. She provides a broad range of learning opportunities. For example, they play outside with construction toys, discover and count items hidden in shaving foam, and competently use the climbing frame. The childminder chooses to maintain detailed development records that contain observations and photographs of children's achievements. She uses these well to identify any concerns about children's ongoing progress and shares these regularly with parents to keep them informed of their child's progress and their next steps in learning.

### Personal development, behaviour and welfare are good

The childminder effectively supports children's positive self-esteem and confidence. For example, she praises children frequently when they achieve or 'have a go'. The childminder encourages children's understanding of people's similarities and differences. For example, she meets with other childminders and their children, and includes celebrations of worldwide festivals in her planning. The childminder encourages children to have a healthy lifestyle. For example, they visit parks and the beach for play in the fresh air. She provides nutritious snacks, such as fresh fruit, water and milk, and develops children's understanding of what food is good for them.

### Outcomes for children are good

Children are inquisitive, eager and enthusiastic to learn. Children develop a good understanding of early mathematics. For instance, they regularly count as they play and learn about different sizes. Young children develop independence, for example, as they collect their shoes and coats when asked and try to put them on themselves. Children understand good hygiene routines; for example, they know to wash their hands before eating. Children gain skills to help prepare them well for school.

## Setting details

<b>Unique reference number</b>	EY457566
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	1063257
<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>	1 - 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 September 2013
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Portsmouth, Hampshire. She works term time only on Monday to Thursday from 7.30am until 4.30pm and on Friday from 7.30am to midday. The childminder has a relevant degree and early years teacher status. She receives funding to provide free early education for children aged two, three and four years.

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