

Childminder Report

Inspection date

31 January 2017

Previous inspection date

19 November 2013

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 is knowledgeable about how children learn and develop. She is keen to attend training to help extend her practice and raise outcomes for children. For example, she has embarked on a degree course to develop her skills and knowledge.
- Children make good progress. For example, they really enjoy reading and ask the childminder to read to them repeatedly. Children join in with familiar sentences and phrases while babies babble along joyfully.
- Children benefit from lots of time outdoors in all weathers, learning to enjoy fresh air and being active. For example, they enjoy exploring the garden, jumping in puddles in the rain, digging and scooping with spades and buckets.
- Children learn to make friends and build relationships with other adults and children they meet, which helps to support their social skills.
- The childminder has effective methods to help children prepare for their move to school. Children learn to manage simple tasks, such as independently putting on their coats and look at pictures of the school and their teachers.

It is not yet outstanding because:

- At times, the childminder misses opportunities to build on and extend children's interests.
- On occasion the childminder does not follow her good hygiene procedures fully while changing children's nappies.

What the setting needs to do to improve further

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

- make the most of all opportunities to extend and build on children's interests in their self-chosen play
- review and develop further the consistency of some hygiene practices to fully promote children's good health and well-being.

Inspection activities

- The inspector observed the childminder and children during play and evaluated a planned activity with the childminder.
- The inspector looked at a sample of policies, documents and children's records.
- The inspector discussed the childminder's evaluation process and her plans for improvement.
- The inspector viewed the areas of the childminder's home used by children.

Inspector

Jill Steer

Inspection findings

Effectiveness of the leadership and management is good

The childminder builds good partnerships with parents and other settings that children attend. For example, she has developed effective ways of sharing information so children are consistently cared for. Safeguarding is effective. The childminder has a good understanding of the signs that may indicate a child is at risk of harm. She has a written policy that she shows parents, explaining the action she will take to protect the children. The childminder keeps children safe. For example, she checks for hazards in her home and when she takes them on outings. The childminder teaches children to learn to recognise what they can do for themselves and how to take suitable risks safely. For example, when climbing on play equipment outdoors.

Quality of teaching, learning and assessment is good

The childminder establishes children's starting points to help her plan for the next steps in their learning based on the information from parents. She tracks each child to help monitor their progress and plan further challenges and learning, based on their interests. The childminder knows when to stand back and let children try things themselves. For instance, when the car ramp collapsed, she asked children what they could do to fix it and allowed them ample thinking time. The childminder observed what children tried to do before sensitively joining in and offering help.

Personal development, behaviour and welfare are good

The childminder manages children's behaviour well. For example, she focuses on using positive language and encouragement to help children feel confident and proud of their achievements. She teaches them to consider other people's feelings and respect everyone as individuals. The childminder helps children and babies to settle well. For example, she builds strong bonds with babies and carries them close to her for reassurance until they feel able to explore independently. Children become increasingly independent in the child-friendly space where they can easily reach the resources. The childminder supports children who have special educational needs and those who learn English as an additional language effectively. For example, she provides relevant resources and encourages older children teach their younger peers words in their home language after school.

Outcomes for children are good

Children are confident and have good levels of self-esteem and independence. They enjoy being outside in the fresh air and make good use of their senses, such as listening and watching the rain. Children explore materials, such as oats, using their hands to feel the change in texture when the rain falls into the tray. They develop good communication and language skills. For example, children eagerly try to remember what the different animals are called in their favourite stories and finish off sentences for the childminder.

Setting details

Unique reference number	EY459513
Local authority	Portsmouth
Inspection number	1063354
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	19 November 2013
Telephone number	

The childminder registered in 2013 and lives in Southsea, Hampshire. She provides childcare most weekdays between 7am to 9pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years.

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