

Childminder Report

Inspection date	27 February 2017
Previous inspection date	16 June 2014

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

- Children make good developmental progress from their starting points. The childminder skilfully involves all children in activities. She builds their good concentration and self-confidence during activities. For example, she stimulates children's enthusiasm for learning through her positive involvement in their play and effective teaching practice.
- The childminder provides children with a wide range of activities and experiences that motivate them to learn successfully. Children learn about weight and measurement, for instance, while making pizza. They learn about nature and how things grow. For example, they make bird feeders to hang in their gardens, and plant and harvest potatoes on an allotment.
- The childminder develops close, caring relationships with the children and supports them to develop good independence, friendships and social skills.
- The childminder works in partnership with parents to meet children's individual needs effectively. For example, she talks with parents every day to exchange information about children's progress to provide continuity of care and learning.

It is not yet outstanding because:

- Occasionally, the childminder does not help children learn to share and take turns.
- The childminder does not consider ways to extend children's emerging awareness of differences in society further.

What the setting needs to do to improve further

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

- support all children to consistently share and take turns during their play
- consider ways to extend children's emerging awareness of differences in society.

Inspection activities

- The inspector talked with the childminder and children and observed indoor activities.
- The inspector looked at a sample of documentation.
- The inspector and childminder observed children during an activity and completed a follow-up discussion about children's learning, progress and behaviour.
- The inspector discussed self-evaluation with the childminder.
- The inspector took account of parents' comments within documentation.

Inspector

Catherine Greenwood

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection procedures. She uses risk assessments effectively to keep children safe. For example, when she takes them swimming at a local pool she supervises them very well at all times. The childminder observes, monitors and evaluates children's development to improve her teaching practice continually. She introduces ideas shared with other childminders to support her professional development and children's learning. For instance, she provides activities using mud, foam and sand, indoors, which supports children's exploration effectively. The childminder has improved her partnership with other early years provision and provides good continuity in children's care and learning.

Quality of teaching, learning and assessment is good

The childminder develops children's good understanding of the world, for example, during outings on public transport and to the beach. Children collect shells and pebbles and use buckets and spades to make heart-shaped sandcastles. The childminder takes children on a wide variety of outings that broadens their experiences. For example, children watch fish and turtles at a sea life centre and feed llamas on a farm. The childminder extends and challenges children's good language development effectively. For example, she encourages children to remember and talk about the caterpillars which they have previously watched emerge into butterflies. The childminder teaches children to recognise the first letter of their name and link it to other words successfully.

Personal development, behaviour and welfare are good

Children are happy, settled and generally well-behaved. The childminder provides children with a positive role model to copy. She encourages children to choose activities and joins in their play with enthusiasm. The childminder fully supports children's good health. For example, she takes them to the dentist where they learn how to look after their teeth. Children thoroughly enjoy eating a wide range of fresh fruit at snack time. They learn to do things for themselves. The childminder gives children individual tasks and challenges to which they eagerly respond. For example, they energetically help to tidy up the playroom.

Outcomes for children are good

Children develop the skills they need for their future and starting school. They thoroughly enjoy listening to stories and confidently repeat and act out the parts they know. For example, they use their imagination and a range of different movements while pretending to look for a bear. Children learn how things work, for instance, while operating water jets and cannons during outings. They use torches inside a dark tent and discover how the light makes fluorescent objects glow.

Setting details

Unique reference number	143153
Local authority	Portsmouth
Inspection number	1068530
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	16 June 2014
Telephone number	

The childminder registered in 1995. She lives in Portsmouth, Hampshire. She provides care for children on Monday to Friday for most of the year. The childminder receives funding to provide free early education to children aged three and four years.

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