

Childminder Report

Inspection date	24 April 2017
Previous inspection date	6 May 2015

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 identifies children's learning needs successfully. For example, she observes and assesses where they are in their development to enable her to provide engaging activities.
- The childminder is confident about how to protect children and keep them safe, and is clear of the process to follow if she has concerns about their welfare. The childminder supports children well, for example, she works closely with parents and others to share ideas on how to extend children's learning at home. She communicates information about children's care, learning and development well.
- The childminder consistently reflects on the everyday running of her setting to assist her in promoting good outcomes for children. For example, she routinely evaluates her practice after activities and uses the information to identify how to make improvements.
- The childminder helps children develop a good understanding on how to stay safe. For example, she encourages children to pick toys up after they have finished playing with them.

It is not yet outstanding because:

- The childminder does not consistently give children time to consider how to respond to the questions she asks and extend their thinking skills further.
- The childminder does not make full use of opportunities to support and extend children's mathematical knowledge and understanding.

What the setting needs to do to improve further

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

- give children more time to think through and respond to questions
- make more consistent use of opportunities to support and extend children's mathematical knowledge and understanding.

Inspection activities

- The inspector observed the quality of teaching in her home.
- The inspector had discussions with the childminder in relation to observations of children's learning and play
- The inspector held discussions with the childminder and spoke to the children.
- The inspector checked some relevant documentation, such as for safeguarding and children's learning.

Inspector

Vanessa Dooley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to minimise risks to children's safety and what to do in the event of a concern about their welfare. The childminder monitors her practice effectively. She evaluates her practice with other professionals to improve on her own skills and knowledge. The childminder monitors children's progress carefully, which helps her to identify any gaps in children's learning, including those with additional needs. The childminder makes good use of the partnerships with parents, for instance, to encourage parents to extend their children's learning and development at home. She regularly meets with parents to discuss their children's needs. Effective relationships with other professionals have been developed to improve outcomes for children.

Quality of teaching, learning and assessment is good

The childminder knows children well. For example, she encourages children to be independent with their personal care, such as using zips and buttons. Children respond positively to the childminder and behave well. The childminder supports children's communication skills positively. For example, she uses some hand signing and repeats words back to children to reinforce their pronunciation. The childminder observes, assesses and plans effectively for all children, including those with additional needs.

Personal development, behaviour and welfare are good

Children feel secure and safe in the warm and welcoming environment. The childminder acts as a good role model for children. For example, she uses words such as 'please' and 'thank you' to remind children how to be polite. She offers children gentle guidance and praise, and builds on their confidence effectively. For example, she celebrates their achievements, such as when children learn to use the water spray independently to help wash their dolls. Children respond positively and respectfully to the childminder and behave well. The childminder encourages children's good health. For example, she provides daily opportunities for children to have active play. They enjoy regular outings to local parks and groups, where they have fun practising their physical skills.

Outcomes for children are good

Children engage in activities that excite them. For example, children are able to wash their dolls in the garden and learn to use pegs to hang the wet washing on the line. Children are active learners. They concentrate well and persevere during activities, such as concentrating on turning the pages in their books carefully to avoid tearing. Children develop good friendships and social skills. For example, they cooperate and play alongside each other within the setting. Children are able to be confident in using these skills which they need for their future learning.

Setting details

Unique reference number	EY357062
Local authority	Portsmouth
Inspection number	1093088
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	6 May 2015
Telephone number	

The childminder registered in 2007. She lives in Southsea, Portsmouth. The childminder provides full-day care for children during term times between the hours of 7am and 6.30pm. She holds a relevant level 3 early years qualification.

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