

# Childminder Report

<b>Inspection date</b>	6 July 2018
Previous inspection date	21 September 2015

<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 helps children to develop their speech skills and children laugh loudly as they make up new songs. She listens to children's opinions and encourages them to introduce their favourite instruments into song time. She raises their confidence and compliments children on the finished result.
- The childminder has recently increased her knowledge of how to assess children's development. She accurately identifies children's strengths, as well as quickly addressing areas of concern with parents. Children make good progress from the time they start attending.
- Children access a broad variety of interesting activities. The childminder arranges visits to attractions in the local area. She enhances children's knowledge and enjoyment of reading, such as when she takes them on trips to the local library. Children thoroughly enjoy exploring the range of books on offer.
- The childminder educates children about the type of food that is healthy for their growing bodies. Children advise friends about the need to drink in hot weather. Younger children are excited to socialise with their older friends at lunch and snack time.

### It is not yet outstanding because:

- The childminder does not consistently support children to begin to risk assess for themselves, such as when they are moving quickly around the indoor play area.
- Occasionally, the childminder misses opportunities to teach children how to correctly use small tools, such as scissors.

## 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 opportunities to teach children how to begin to risk assess all activities for themselves
- maximise chances to help children to independently use small tools.

### Inspection activities

- The inspector talked to the childminder about her partnerships with parents. They discussed how she shares information about children's learning and development.
- The inspector watched the childminder teaching both indoors and in the garden area, and they evaluated a planned activity.
- The inspector viewed the childminder's policies and spoke to her about the procedures she follows to safeguard children.
- The inspector accessed children's learning and development information and spoke to the childminder about the progress children are making.

### Inspector

Julie Bruce

## Inspection findings

### Effectiveness of the leadership and management is good

The reflective childminder sets realistic targets for improvement to raise the quality of her provision. She has increased chances for children to learn about how textures can be changed. For example, she encouraged children to experiment with soil in the garden area. The childminder is motivated to develop her skills and knowledge of how to teach children. She seeks suitable learning opportunities that fit in with her lengthy work hours. Occasionally, the childminder works with an assistant; she talks to the assistant about activities children enjoy and shares details of good practice. Safeguarding is effective. The childminder regularly updates her safeguarding training. She has a good understanding of correct procedures to follow in response to concerns about children's wellbeing. The childminder reviews changes in local authority child protection guidance and incorporates them into her policies. In addition, she checks technology is used safely. For example, she requests that parents do not use mobile phones when they enter her home.

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

The childminder supports children well to develop their understanding of living creatures. For example, children took part in a bug hunt in the garden. The childminder helped children to magnify insects. She encouraged children to develop their counting skills and children enthusiastically calculated the number of legs they saw. The childminder helped children hone their observation skills and supported children to carefully monitor the creatures. Children displayed excitement as they matched and named them. The childminder now swiftly introduces herself to other practitioners that also care for children. She shares details of learning so they can all work together to help children make progress.

### Personal development, behaviour and welfare are good

The childminder listens to children when they talk about their feelings and children are secure and content in their play. Children approach the childminder to ask for help when they need it. She reminds children to be kind, such as when children push the step closer so friends can more easily stand on it to wash their hands. The childminder supports children to develop a growing sense of personal responsibility. For instance, the childminder encourages children to put the toys they have played with away before exploring new resources. Parent partnerships are well established. The childminder frequently talks to parents about how to develop children's growing independence skills.

### Outcomes for children are good

Children use mathematical skills well, for example, they estimate the number of cars they have stacked on the garage. They develop the confidence to complete some tasks that will be very useful to them when they move on to school. For example, children use zips and change their clothes and shoes. Children learn to hold a pen correctly. They develop the confidence to share their ideas with friends and with grownups.

## Setting details

<b>Unique reference number</b>	143272
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	1127150
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 September 2015
<b>Telephone number</b>	

The childminder registered in 1997. She lives in Copnor, a suburb of Portsmouth in Hampshire. Very occasionally, the childminder works with an assistant. She provides care Monday to Friday from 6.30am until 10.30pm, for most of the year. She occasionally provides weekend care. The childminder has two assistants she can use if the need arises. The childminder holds a relevant early years qualification at level 3. She receives funding for free early education for children aged three and four years.

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Piccadilly Gate  
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