

# Childminder report

<b>Inspection date</b>	7 August 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
Effectiveness of 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 precisely assesses the progress children are making in their development. She recognises when children need additional support to develop their language skills. She introduces topics that she knows will interest them and will provoke a response. Children ask a range of questions. They progress at a good rate.
- Children frequently practise their counting skills. The childminder revisits any number sequences they are less confident with. Children frequently use numbers in their play. They confidently count bricks when they are constructing buildings.
- The childminder implements consistent support as she reminds children to display positive behaviour. She always takes children's feelings into consideration. She is kind and she speaks to them respectfully. Children quickly settle down under her good guidance.
- Establishing good partnerships with parents is important to the childminder. She welcomes their views and gives them regular feedback about children's daily routines. Parents are confident that the childminder provides children with a good standard of care.
- The childminder does not frequently identify opportunities to increase her professional abilities and to raise the standard of teaching to a consistently high level.
- Resources are more limited in the garden area. It is difficult for those children who do prefer to learn outside to enhance their own play.

## What the setting needs to do to improve further

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

- access learning opportunities to further develop professional expertise and to raise the standard of teaching
- provide plenty of chances for those children who prefer to learn outside to extend their own learning.

### Inspection activities

- The inspector talked to the childminder about how she assesses the progress different children are making.
- The inspector discussed different aspects of safeguarding with the childminder at appropriate times during the inspection.
- The inspector and the childminder spoke about the merits of a planned activity.
- The inspector accessed the childminder's records, including accident and incident documents.

#### Inspector

Julie Bruce

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure knowledge of broader safeguarding issues. She states how she might recognise children at risk of hearing radical views. She knows how to raise any concerns about a child's welfare with the local social care team to protect children from harm. The childminder reduces risks to children in her home. For example, she reviews details of any accidents or incidents so that she can take action if required. She reminds children to move around the setting safely. Children respond to her clear guidance and they modify their own actions to keep themselves safe. The childminder recently introduced more opportunities for children to explore technology. This is evident when she shows children how to use equipment in the indoor play area. Children experiment as they press different buttons and listen to the sounds toys make.

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

The childminder teaches children about the world they live in. For instance, she encourages children to talk about holidays they take with family. Children elaborate on their own experiences, describing what they have seen. The childminder teaches children to experiment with different textures. She demonstrates this when she cooks dough with children. She talks to children about the feeling of different materials on their skin. The childminder supports children to solve problems for themselves. For instance, she prompted children to strengthen the base of a building. Children expanded the base to make the structure more stable. The childminder links up with staff at the local school to provide older children with good support. She helps them settle in when they move between classes.

### Personal development, behaviour and welfare are good

The childminder offers children a high level of emotional support. Children form secure attachments to the childminder and they delight in spending time in her home. The childminder helps children to make valid contributions to the daily routine. She encourages children to tidy up toys on the carpet. She praises children for their good work as they complete tasks. The childminder supports all children to develop good hygiene habits. She teaches children why they need to wash their hands to reduce the spread of germs. Children are animated as they talk about the need to follow these rules.

### Outcomes for children are good

Children are well prepared for the next steps in their education. They make some simple comparisons between different heights and speeds. Children develop writing skills. They hold chalks and they practise drawing lines and shapes. Children sensibly turn the pages of books. They name items they recognise and have seen in their own home. Children explore space, for example, when they design large railway tracks.

## Setting details

<b>Unique reference number</b>	EY546143
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10101311
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017. She lives in Portsmouth. She operates a variety of hours, Monday to Wednesday, for most of the year. The childminder is qualified to level 3 in early years.

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