

# Childminder report

<b>Inspection date</b>	15 August 2019
Previous inspection date	20 April 2016

<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 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 provides a stimulating learning environment for children. There are many engaging resources for children to explore, play with and to support their learning. Children are curious and enthusiastic learners.
- Children develop good social skills as they play with their friends. They invite others to play and share their discoveries. Children are confident and independent throughout the setting.
- The childminder and her assistant are positive role models for children. They teach them good manners and encourage children to respect each other. Children behave well.
- The childminder and her assistant know the children well. They build effective partnerships with parents and other settings children attend to help ensure high levels of continuity and consistency in children's care and learning.
- The childminder evaluates her setting effectively. She takes note of the strengths and weaker areas of her practice and the provision she offers. Parents and children contribute feedback to the childminder, which she carefully considers before making plans to change or further develop the setting.
- The childminder does not always teach children about good hygiene. For example, although children wash their hands before eating, they are observed to return to play and tidy up before eating. This does not fully support children's good health.

## 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 that arise to consistently teach children to develop good hygiene skills that will support their good health.

### Inspection activities

- The inspector observed the childminder, her assistant and children as they played. She listened to their interactions and talked to them at appropriate times.
- The inspector held discussions with the childminder and her assistant in relation to observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records and suitability checks.
- The inspector spoke to parents available on the day of inspection and took note of written views from other parents.
- The inspector viewed areas of the house and garden used for the care of children.

### Inspector

Emma Dean

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant are aware of their duty to keep children safe and promote their well-being. For example, they carry out effective risk assessments in the setting and before they take children on outings. The childminder and her assistant know what actions to take if they have any concerns about children's welfare. The childminder effectively monitors her assistant and puts steps in place to help him develop his skills, knowledge and practice. The childminder keeps her knowledge current, for example, by attending training courses and reading widely about early years practice. She reflects on the positive impact a change to the resources she provides has had on children's engagement in their learning and outcomes.

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

The childminder asks parents what their children can do at home and what they may need help with when they first start at the setting. She makes accurate observations of children's learning and uses these to adapt the resources and activities she offers to support children's learning. For instance, when children show an interest in magnets, the childminder adds in a variety of materials for them to explore. This supports their developing understanding of the world effectively. The childminder supports children's spoken communication well. She understands the extra help some children learning English as an additional language may need and effectively puts plans in place, such as visual timetables, to support them. All children make good progress from their starting points.

### Personal development, behaviour and welfare are good

Children enjoy many and varied outings to the local community. For example, they visit the childminder's beach hut, local parks and libraries. This helps children learn about different people and different places. The childminder provides children with a range of nutritious snacks and meals which support their physical development effectively. The childminder and her assistant support children's emotional well-being effectively. For instance, they ask parents what will help comfort children new to the setting and then they ensure those steps are put in place to help children settle in quickly.

### Outcomes for children are good

Children are self-motivated and eager to explore and learn. They learn to recognise numbers and the shape of letters. Children listen carefully to stories and know how to handle books carefully. Older children support and encourage younger children as they play together. Children are confident to talk to a visitor about their play and learning at the childminder's house. They develop the skills necessary to help them get ready to move to school.

## Setting details

<b>Unique reference number</b>	EY433450
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10074904
<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>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	20 April 2016

The childminder registered in 2011 and lives in Southsea in Portsmouth, Hampshire. She provides care from 7.30am to 6pm on Monday to Friday, throughout the year. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a relevant early years qualification at level 6. The childminder works with an assistant every day.

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