

Childminder report

Inspection date: 8 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are lively, happy and they delight in making their own choices. They demonstrate this as they choose songs to sing at group time. Children pretend to be bunnies and they energetically jump around the playroom. The childminder and her assistant encourage children to use their voices. Children clap and laugh loudly as they repeat choruses from their favourite nursery rhymes. Children cooperate well with each other during play. However, the childminder is continuing to develop the methods she uses to help children to understand the feelings and opinions of their friends.

The childminder and her assistant form a strong team. They communicate well to successfully manage children's unique care needs. This is evident as they discuss the sleeping and eating patterns of babies. The childminder liaises closely with parents to gain a good awareness of children's home schedules. She then offers them similar routines in her home. All children, including young babies, respond positively to the consistent care approach. They show that they feel secure as they settle well. The childminder is ambitious for all children in her care. She quickly notices if children are making slower progress in any area of learning, such as if there is a speech delay. If this happens, she directs parents promptly to appropriate support services.

What does the early years setting do well and what does it need to do better?

- The childminder mentors her assistant well and she helps him to access a wide range of courses. For instance, since the previous inspection, the assistant has attended further training and has improved his knowledge of child development. He states that he now feels much more confident in his role working with children. The childminder continues to set a good example for her assistant. She increases her own knowledge through independent reading and by attending a range of different courses.
- After reflecting on different aspects of her provision, the childminder reorganised the playroom to make the area more accessible. Children of different ages collect their chosen resources, and babies play in a bright, safe and homely environment.
- The childminder is precise in her assessment of children's knowledge. She plans enjoyable activities to help every child make good progress. The childminder organises a wealth of activities to encourage children's interest in the world around them. She takes them to explore local woodland areas and parks. Children talk expressively about living things. For instance, they discuss dogs they have seen being walked in the local community.
- Children demonstrate good concentration skills. For instance, they carefully squeeze large tweezers to pick up small pieces of pasta. Children persist until

they move all the pasta from the palm of the assistant's hand across to the table. The assistant encourages children to transfer pasta onto weighing scales to compare amounts. However, occasionally, the assistant reinforces incorrect mathematical language. This is not helpful for children who are extending their knowledge of space, shape and measure.

- The childminder familiarises children with early writing in a range of ways. This is illustrated as children write letters on a board in the garden. Children are confident to work alongside their friends. The childminder identifies that she would like to further increase children's social skills and help them to fully take the feelings of others into account. However, she is still developing this aspect of her practice.
- Partnerships between the childminder and parents are strong. Although she is busy, the childminder always takes time to speak to parents. She is sensitive to their individual needs and is happy to offer advice about any aspect of children's development. The childminder knows that parents appreciate the good support she offers children.
- Children display good levels of independence. They demonstrate this as they remove their own jumpers to cool off during play. Many children put their own coats and shoes on to go into the garden. Children show a good understanding of how to stay safe as they wash their hands after stroking the household cat.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places a high emphasis on safeguarding children. She completes regular training and has a secure knowledge of wider safeguarding issues. For instance, she spoke to the inspector about the 'Prevent' duty. She explains that she would promptly seek advice from relevant professional agencies if she noticed that a child was repeating extreme views. The childminder checks that her assistant has a secure awareness of safeguarding and knows to share any concerns with her immediately. The childminder shares her safeguarding policies with parents. She lets them know that she has an obligation to share information with other professionals to keep children safe.

What does the setting need to do to improve?

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

- support children to understand further that the needs and opinions of friends are important, in order to increase their social skills
- use correct language when speaking to children about mathematics to help them advance their knowledge of space, shape and measure.

Setting details

Unique reference number	EY397835
Local authority	Portsmouth
Inspection number	10071835
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 14
Total number of places	12
Number of children on roll	19
Date of previous inspection	11 December 2015

Information about this early years setting

The childminder re-registered in 2009 and lives in Portsmouth, Hampshire. She operates all year round from 8.30am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. She employs an assistant, who also holds a qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Julie Bruce

Inspection activities

- During a learning walk, the childminder explained to the inspector how she organises her home so that children can access resources.
- The inspector watched the childminder work with children of different ages.
- The inspector spoke to the childminder and her assistant about the type of training they have accessed.
- Parents sent in evaluations about the childminder's provision to share their views with the inspector.
- The inspector and the childminder observed and evaluated the assistant leading an activity.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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