

Childminder Report

Inspection date

29 June 2016

Previous inspection date

18 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 builds effective relationships with parents. She shares children's developmental records and provides ideas for them to extend and continue children's learning at home.
- The childminder supports children's learning well. For example, older children have increasing opportunities to experience activities that support and challenge their literacy and mathematical development. This helps prepare them for school.
- The childminder is kind and caring and gets to know the children very well. Close bonds help children feel safe and secure, which boosts their self-esteem and confidence.
- Children are well-mannered and behave very well. The childminder role models positive behaviour and, for example, praises children when they are polite and respectful.
- The childminder has plenty of stimulating toys and resources to meet the individual needs of children, including those with special educational needs. All children make good progress.

It is not yet outstanding because:

- The childminder does not always explore different ways to encourage all early years settings that children attend to share effective information, to help provide a more consistent approach to their learning.
- At times parents are not fully involved in self-evaluation; for example, opportunities are missed to take into account parents' views to help improve the quality of provision, such as resources and activities.

What the setting needs to do to improve further

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

- make more effective use of partnership working with other settings to help further support information sharing and continuity for children's care and learning
- build on systems to involve parents more in evaluating the provision to help improve outcomes for children even further.

Inspection activities

- The inspector was shown around the parts of the childminder's home used for childminding.
- The inspector observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with the children and read feedback from parents to gain an understanding of their views.
- The inspector sampled a range of documentation.

Inspector

Claire Watson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder follows good policies and procedures to safeguard children's safety and welfare. Her knowledge of potential child protection concerns is good. The childminder continually monitors and evaluates her provision to identify areas for improvement. She regularly updates her knowledge, for example, through training courses and online research. This helps her improve children's outcomes and the quality of her care and teaching practices. The childminder regularly checks areas of the premises that children use, both indoors and outside, to help keep them safe.

Quality of teaching, learning and assessment is good

Since her last inspection, the childminder has reflected on and improved her practice. She ensures that she plans worthwhile activities to encourage and extend children's progress in their learning. For example, children were very involved as they helped make modelling dough and enjoyed exploring the textures as they created their own bugs and insects, following on from an earlier activity. The childminder gains information from parents and her own observations when children start to help her accurately review and monitor children's ongoing progress. She quickly identifies and closes any gaps in their learning. The childminder makes good use of outdoor activities, such as visiting the beach, the local park and the shops. For example, she uses the more challenging play equipment in the park to help children develop their physical skills. They also learn about keeping safe from taking appropriate controlled risks.

Personal development, behaviour and welfare are good

The childminder meets children's individual care needs well. For example, she recognises when children require sleep, when they need a cuddle or when to leave them to play independently. Children feel safe and secure with the childminder, and behave very well. They gain a good understanding of the wider world, for example, they mix with families from other cultures and celebrate some festivals from around the world. The childminder provides nutritious snacks and teaches children to understand what foods are good for them. This encourages a healthy lifestyle and supports children's physical well-being.

Outcomes for children are good

Children make good progress in all areas of their learning. For instance, they are imaginative and make the most of opportunities to use their own ideas. Children enjoy 'having a go' and investigating. For example, to develop their early mathematical awareness they count, sort and group small shells, stones and balls. They are confident, self-assured and ready for the next stage in their learning, including the move on to school.

Setting details

Unique reference number	EY370890
Local authority	Portsmouth
Inspection number	1049033
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	18 June 2014
Telephone number	

The childminder registered in 2008 and lives in Southsea in Hampshire. She works from 7am until 6.30pm, Monday to Friday, for 48 weeks of the year.

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