

Childminder report

Inspection date: 14 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder has a clear understanding of how to support children's learning. Children benefit from her knowledge and skills. The childminder has high expectations for children and they flourish in her care. Children's behaviour is exemplary. They play extremely cooperatively together and confidently share resources and take turns. Children's communication is highly effective, such as when they explore the snails they find in the garden. They discuss garden snails and shells they previously found at the beach. Children are highly engaged and self-motivated learners as they explore the garden wildlife.

Children listen and respond very positively to what the childminder says to them. They take part in lively discussions about what foods support their teeth to be strong. Children listen attentively to what their friends have to say. They are very supportive of each other and their views.

Children clearly know the rules and boundaries in the childminder's setting. They help each other as they play, for example by reminding their friends about using 'kind hands'. Children learn a good range of skills to support them as they move on to the next stage in their education.

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

- The childminder knows the children she cares for very well. She recognises that children need to feel safe and secure in her care before they can learn effectively. The childminder places a high emphasis on children's emotional well-being. Children settle quickly in the childminder's warm and attentive care, ready to play and learn.
- The childminder supports children's learning effectively and builds on what they already know. Children enjoy spotting numbers on doors on the way to school. In the setting, children count spots on dice and match these to numbers. The childminder takes note of children's interests and uses these to support their understanding of mathematical concepts even further.
- Learning is effective. Children can recall what has happened previously and talk confidently about it, such as about mixing paint colours. They make links to their learning and show that their learning is remembered.
- Children benefit from meaningful experiences. For example, they learn the actions needed to brush their teeth effectively and know how long to brush their teeth for. Children clearly enjoy the activities and are highly engaged. The childminder plans effectively to support and extend children's learning and life skills.
- Children show that they understand how to manage their personal care, such as through effective handwashing. They thoroughly wash their hands before eating

and after playing outdoors. The childminder helps children to learn about good health and hygiene.

- The childminder is sensitive and responsive to the children she cares for. Children introduce a game of 'I spy'. The childminder plays along, supporting children to listen to initial letter sounds or identify objects by colour and size. Children are highly engaged in the fast-paced game.
- Children confidently make choices about where to learn and what to do. The childminder asks how they would like to move their bodies when they start to get restless indoors. Children cooperatively decide to play outdoors in the fresh air, where they climb and balance. The childminder helps children to develop active lifestyles.
- The childminder builds effective partnerships with parents and other settings children attend. She shares information about what children are learning and how to support this further. This supports continuity for children's care and learning.
- Very occasionally, the childminder does not make the most of teaching opportunities that arise as children play. At times, background music can distract from children's ability to concentrate as they play. This does not help to fully support children's learning.
- The childminder evaluates her setting and practice. She makes changes to benefit the children she cares for, such as introducing the focus on well-being and supporting children's mental health. The childminder is a reflective practitioner who makes plans for ongoing developments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe in her care at all times. She knows what may cause her concern about children's welfare. The childminder understands the importance of following the correct procedures to report any concerns to relevant professionals. She understands how to manage allegations of harm or abuse against her or anyone who lives in her home. The childminder keeps her knowledge of child protection up to date, including wider aspects of safeguarding, such as the 'Prevent' duty. The childminder provides children with a clean and safe environment to play and learn in.

What does the setting need to do to improve?

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

- make the most of teaching opportunities that arise as children play, to support their learning even further
- consider the impact of background music on children's ability to concentrate and learn.

Setting details

Unique reference number	2515390
Local authority	Portsmouth
Inspection number	10207891
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 9
Total number of places	5
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Portsmouth, Hampshire. She operates all year round from 7.30am to 6pm, Tuesday to Thursday. The childminder holds an early years and childcare qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning. The inspector and the childminder discussed how the curriculum is implemented and the impact this has on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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