

Childminder report

Inspection date: 2 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
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

Children benefit from a childminder who knows how to support their learning effectively. They learn a good range of skills to support them to move on to the next stage in their education. Children learn to take turns, for example, as they play with their friends. They develop good manners. Children learn to communicate effectively with their friends and adults, and to ask for help when needed.

Children are self-motivated and active learners. They clearly enjoy the outdoor learning environment and have many opportunities to learn about the wider world. Children take part in forest school sessions and visit local parks and beaches. They behave well and play cooperatively with their friends.

Children show they feel safe and secure in the childminder's warm and attentive care. They confidently choose what to play with and where to play. Children know the expectations the childminder has. They tidy away boxes of resources, for example, before they choose more resources or go outdoors. Children beam with delight at their achievements, such as when they make a hedgehog using sticks. They enjoy the praise the childminder gives them.

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

- The childminder knows the children in her care very well. She understands how they like to learn and where they may need support. The childminder makes effective plans to close any gaps children have and develop their skills and understanding further.
- The childminder supports children's social skills effectively. Older children are positive role models to younger children and the childminder teaches all children to respect the very youngest. Children learn to play and cooperate with other children of all ages.
- The childminder hopes that children will learn to be independent and develop a love of learning in her care. She encourages children to explore the many resources and activities she plans to engage children in their learning. Occasionally, though, she does not make the best use of teaching opportunities that arise as children play to support their learning to the very highest levels.
- The childminder teaches children new words and helps them to understand what they mean. Children learn that they need to let a musical triangle vibrate to make a noise. The childminder encourages children to discover for themselves before stepping in to offer her support. Children develop positive attitudes to learning.
- Children see many different people and different places as they go out in the local community with the childminder. She supports children to listen to each other's views and opinions and take part in voting for their choices. Children

develop a good understanding of the real world.

- The childminder builds strong partnerships with parents. She keeps them fully informed and involved in their children's time in her care. The childminder sends parents ideas and information to help them support their children at home. Parents report that they can see the positive impact the childminder has on their children's confidence, independence and happiness.
- The childminder teaches children about good hygiene practices. She models how to wash their hands, making sure they wash between their fingers, for example.
- The childminder can accurately evaluate her practice and make plans for further improvements to support children's learning. When children do not engage in a planned activity, the childminder reflects on why and how to encourage them another time. She makes changes to benefit the children in her care.
- The childminder places a high level of importance on keeping her skills and knowledge up to date. She attends regular training which is then implemented into daily practice. Children learn about good oral health, for example, after the childminder reflected on her practice following attendance at a training course. This helps to support children's physical development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection and wider safeguarding issues. She knows her role is to keep children safe at all times and promote their welfare. The childminder has effective systems in place to ensure the suitability of her assistant to work with children. She attends regular training to keep her knowledge current. The childminder provides children with a clean and well-organised learning environment. She uses effective risk assessment systems to help identify and minimise hazards to children.

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.

Setting details

Unique reference number	2515920
Local authority	Portsmouth
Inspection number	10207911
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	2 to 9
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Portsmouth, Hampshire. She provides care Monday to Friday, from 7.30am to 5.30pm, throughout the year. The childminder accepts funding for the provision of free early years education for children aged two, three and four years. She occasionally works with an assistant.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensure it is safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability.
- Parents shared their views of the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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