

Childminder report

Inspection date: 26 October 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

The childminder has firm ideas of the skills children need to move on to the next stage in their education. Children benefit from a skilful and caring childminder, who knows how to support their learning effectively.

Children are busy and self-motivated learners. They enthusiastically explore the range of resources the childminder provides to help their development. Children bang the musical instruments, exploring the different sounds they can make. They listen attentively to what the childminder says to support them to make different sounds with different instruments. Children are clearly delighted as they make new noises.

Children keep on trying with encouragement from the childminder. They are determined as they try and post shapes into a sorter. The childminder sensitively supports and guides children to try and fit in the circle shapes, which are easier. Children learn to take turns as they play with others.

Children learn good manners from the childminder's positive role modelling. They know the expectations the childminder has of them, such as not to touch certain items around the home. Children behave well.

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

- The childminder has a good understanding of how children learn. She knows the small steps involved to help children develop. For example, after children learn to crawl, they are encouraged to move around using the furniture for support. Children are then encouraged to play standing up against tables, before learning to walk. The childminder ensures children have plenty of space and time to practise their skills. She supports their physical development well.
- The childminder supports children's spoken communication effectively. Children enjoy taking part in action songs and exploring books. The childminder names objects for children, comments on what they are doing and teaches them new words as they play. This helps children learn a range of vocabulary.
- The childminder knows the children she cares for very well. She understands what they like to play with and ensures she has resources to support their interests. Children enjoy the sensory experiences of playing with rice and exploring different textures. They learn about their senses as they play.
- Children show they feel safe and secure in the childminder's warm and attentive care. They readily share their delight in their achievements, such as when they manage to post shapes, but also seek reassurance when needed. The childminder supports children's emotional well-being effectively. They are confident and settled as they play and learn.

- The childminder works effectively with parents to support continuity for children's care and learning. She has built good working partnerships with parents. The childminder shares suggestions with parents about how to support their children's learning at home. However, the childminder has not considered how to share relevant information with other settings that children attend. This does not fully support consistency for children's learning.
- Parents report they are very happy with the care the childminder provides. They comment that she offers a welcoming family-home environment for their children and that they can take part in a variety of activities and learning experiences.
- The childminder, at times, does not consider how effectively she implements daily routines for children. She, occasionally, misses the opportunity to fully support children's development, such as when they learn to feed themselves.
- Children benefit from outings in the local community and further afield. They visit local parks and playgrounds, go for nature walks and see different people as they collect older children from school. Children play with others of different ages. They learn about the wider world in which they are growing up.
- The childminder strives to make sure her practice is the best it can be. She attends training, for example to keep herself up to date with developments in childcare. The childminder makes changes that will help children's learning. Children benefit from a childminder who wants the best for them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe, to protect them and to help them grow and develop. She has a good knowledge of child protection and wider safeguarding issues. The childminder knows the actions to take if she has any concerns about children's welfare. She understands what to do if there are any allegations against her or members of her family. The childminder considers if there are any hazards to children in her home and takes steps to minimise these.

What does the setting need to do to improve?

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

- build partnerships with other settings children attend to support continuity for children's care and learning
- review and improve the effectiveness of daily routines to support children's learning even further.

Setting details

Unique reference number	2534077
Local authority	Portsmouth
Inspection number	10208529
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	1 to 7
Total number of places	5
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Cosham, Portsmouth. She provides care for children every day from 7.30am to 7.30pm, for most of the year. The childminder holds an early years qualification at level 3. She receives funding for the provision of free early years education for children aged two, three and four years.

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 that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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