

Childminder report

Inspection date:

20 September 2022

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 are clearly settled in the childminder's care and show they have a sense of belonging. They approach her for cuddles, reassurance and comfort. Children's emotional needs are met effectively by the warm and welcoming childminder.

Children are eager to explore the variety of resources that the childminder provides to support their learning. They are confident to move around the learning environment and choose what to play with. Children are self-motivated and happily engage in play. They are fascinated by cause-and-effect toys, for example, as they look in wonder as lights and sounds play. Children are curious and independent learners.

Children benefit from a childminder who knows them well and how to support their individual learning needs. She provides a clean, calm and inviting learning environment for them to play in. Children's learning is supported and built on effectively. For example, when children show an interest in shaking sensory bottles, the childminder suggests that they explore making noises in other ways, using musical instruments. Children are learning in an enjoyable and engaging way.

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

- The childminder has a clear idea of the skills she wants children to learn during their time in her care. She supports these skills from the earliest days, ensuring that children are settled and confident in her care and ready to learn. For example, older children make choices about what fruit to have for their snack and have the opportunity to pour their own drinks. This helps them to develop their independence. Children learn a variety of skills to support them to move on to the next stage of their education.
- The childminder works very effectively with other settings that children attend. Regular communication ensures that she knows what children are learning at pre-school, for example. Using this information, and knowing what engages children, she plans exciting activities to complement children's learning. For instance, children have a unicorn-themed letter hunt set up to explore after pre-school. Partnership working helps to ensure that children have high levels of continuity for their care and learning.
- Children enjoy a variety of outings to help them learn about the wider world. They visit local parks, attend social groups and borrow books from the local library. Children see different people and places. They are developing an understanding of the diversity of the world they are growing up in.
- The childminder supports children's developing communication skills well. She is in tune with the children and understands their gestures and babbles, which helps her to meet their individual needs. The childminder is a positive role model

for children. She uses simple clear language for them to hear and promotes good manners. Children show that they listen to what the childminder says and respond with smiles.

- The childminder works with parents to support children to learn about and develop healthy lifestyles. However, at times, she is not fully consistent in raising children's awareness of good hygiene routines, such as handwashing before eating. As a result, children do not fully extend their knowledge of the importance of developing healthy lifestyles.
- The childminder plans her curriculum to offer children a broad range of experiences and opportunities. She uses their interests to build on what they already know and can do. However, the childminder has not fully considered meaningful ways to support children's early reading skills, to build further on their literacy development.
- Parents are very positive about the care and education the childminder provides for their children. They comment on how approachable the childminder is and how they seek her advice. Parents say that the childminder is an excellent communicator who keeps them fully informed about their children's learning and development.
- The childminder keeps herself up to date, such as through attending training opportunities. She is reflective as well as forward-thinking. The childminder develops her skills and knowledge to benefit the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe and to promote their welfare at all times. She knows the signs of possible abuse and how to report any concerns about children's welfare. The childminder has a good understanding of the procedures to follow if there are any allegations made against her or members of her household. She keeps her knowledge current, such as through professional discussions with colleagues and by attending training.

What does the setting need to do to improve?

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

- offer more-consistent support for children to learn about healthy lifestyles, especially the importance of handwashing
- enhance the opportunities available to support children's literacy development.

Setting details

Unique reference number	2564852
Local authority	Portsmouth
Inspection number	10232184
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	0 to 5
Total number of places	4
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Baffins area of Portsmouth. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are 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 is implemented and the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of household members.
- 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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