

Childminder report

Inspection date:

10 November 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 show they feel safe and secure in the childminder's care. They readily approach her for cuddles and reassurance, which she warmly offers. Children are highly motivated to explore, play and learn. They are eager to take part in all the childminder offers them; for example, they enjoy sharing books with the childminder and exploring musical instruments. They beam with delight at pop-up toys and clearly enjoy playing with blocks. Children thrive in the care of the childminder.

Children benefit from being in the care of a childminder, who knows them well. She understands how to support their learning and development effectively. Children are learning about social skills, such as turn taking as they play. They develop a positive attitude to learning and to keep on trying, as they learn new skills. For instance, children show high levels of concentration as they make a propeller spin on a model airplane. Children benefit from plenty of praise and encouragement from the childminder, who supports their emotional well-being effectively. Children are learning and practising many skills to support them to 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 has clear aims for the children in her care. She knows which skills they will benefit from learning, such as conversational skills. The childminder teaches children in a fun and engaging way. They are motivated to behave well and join in.
- The childminder has high expectations for children. She encourages them to keep trying when they find things difficult, for example when trying to open the clasp on a bag. The childminder supports children to practise new skills, offering them warm praise when they succeed. Children are clearly proud of their achievements.
- The childminder places a strong focus on supporting children's communication, language and speaking development. For instance, she teaches children new words as they look at books. The childminder repeats back words that children try and say, generally helping them to hear what the words sound like. However, occasionally, children are distracted by background noise, which impacts their ability to hear clearly. At times, activities last too long and children's attention is lost. The childminder has not fully considered the impact this has on the quality of support she offers children.
- The childminder makes sure children can make their own choices and decisions, such as what to play with. Resources are easily accessible for children, encouraging them to explore and investigate. However, occasionally, the floor is cluttered. This does not fully support children's physical development as they

have limited space to move about freely.

- The childminder offers children experiences and outings to help them develop an understanding of the wider world. For instance, they visit local parks and toddler groups. This helps children to see different people and places, beyond their immediate families and homes.
- The childminder builds positive partnerships with parents. Through effective communication, she ensures parents know what their children are doing and learning in her care. Parents report how happy they are with the care and education the childminder offers to their children. They also comment on the positive support and advice she has for them as parents. This supports high levels of continuity for children's care and learning.
- Children are curious and keen to explore. They like to get involved; they enjoy helping to tidy away the blocks when they have finished playing. Children are confident and demonstrate good social skills.
- The childminder supports children to develop healthy lifestyles. For instance, she asks parents to supply a variety of nutritious meals and snacks for children. The childminder teaches children about being safe, such as sitting down to eat and handwashing before eating.
- The childminder is reflective and seeks out information about good practice in early years care and education. This benefits the children she cares for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe and to always promote their well-being. She knows the signs and possible indicators of abuse. The childminder knows the procedures to follow if she has any concerns about children's welfare. She has a good knowledge of what to do if there were any allegations against her or household members. The childminder keeps her knowledge current, such as through attending regular training. She provides a clean and welcoming environment for children 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:

- consider the impact of background noise, such as music, on children's developing communication, listening and attention skills
- review and improve organisation of resources to fully support children's physical development.

Setting details

Unique reference number	2573649
Local authority	Portsmouth
Inspection number	10250880
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the Southsea area of Portsmouth. The childminder provides care from 8.30am until 4.30pm, Monday to Thursday, throughout the year.

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 provider and has taken this into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those 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 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 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2022