

Childminder report

Inspection date: 20 October 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 happy, confident and eager to explore different activities on arrival. They feel secure at the setting. Young children excitedly run in, while babies are warmly welcomed with cuddles. The close bond they have with the childminder supports their emotional well-being. Children explore a range of activities that are appropriately planned for their age. This helps the children to make good progress. Babies enjoy exploring a variety of musical instruments and watch in awe as the childminder models how to use them. Children have opportunities to develop their fine motor skills. For example, they intensely concentrate while they post objects into containers. This helps to build their self-confidence and independence, as they proudly receive praise from the childminder.

Children enjoy being active. They explore opportunities that develop their physical skills and promote their good health. Babies have freedom to crawl safely. The environment supports them to pull themselves up to investigate their surroundings. This supports what children can already do, and what they are learning next. Mealtimes are social occasions. The childminder and children sit together and talk about what they are eating and about their day. The childminder provides healthy snacks and meals. Children benefit from regular outdoor play, as well as opportunities to go on local trips. This supports the children's physical development and widens their experiences in the local community.

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

- The childminder organises the environment effectively and meets children's care needs particularly well.
- Children form very secure attachments with the childminder. She gains extensive information about each child and their family before they start. Flexible settling-in sessions support children to feel safe when they first start. Children benefit from the positive and nurturing interactions the childminder provides.
- Overall, the childminder offers a broad and varied curriculum, which promotes children's learning and progression. However, activities do not routinely arise from children's individual interests. Therefore, while children enjoy the activities provided, these are not planned as precisely as possible to engage children and maximise their learning.
- The childminder understands the importance of communication and language. She effectively identifies children that may need additional support. She works well with parents and external agencies, to provide early intervention when needed. The childminder speaks clearly, uses repetitive language and narrates children's play. Young children who are exploring their first sounds are always responded to and given opportunities to learn new words. The childminder uses good eye contact and gestures to further develop their communication skills.

The childminder is less effective at recognising opportunities to extend children's mathematical development.

- The childminder has effective care practices in place that complement children's individual routines at home. Personal practices, such as nappy changes, are conducted with sensitivity. Children feel respected as the childminder asks their permission to change their nappy and explains what she is doing throughout the process. This supports children's personal, social and emotional development.
- Parents speak highly of the childminder and are very happy with the care their children receive. The childminder shares information effectively and regularly with parents. She takes time to create scrap books of photos that show children's experiences, which parents really cherish. Parents report their children have 'flourished' in the childminders care. They talk about their children making good progress, especially with communication and social skills.
- Children behave well and develop good behaviour in line with the childminder's expectations. For example, the childminder models turn taking and uses supportive language with a sensitive approach. Children of all ages play cooperatively together and, as such, the youngest children develop good social skills, supported by older children's play.
- The childminder is reflective. She considers and evaluates how activities have gone, and if they could have been done differently. This enables her to think about the impact they have had on children. She seeks feedback from parents and other professionals to help her evaluate the effectiveness of her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of safeguarding. She undertakes regular safeguarding training, which supports her knowledge. The childminder demonstrates a secure understanding of child protection and safeguarding, including local safeguarding partners. She knows the procedure to follow in the event of an allegation being made about herself or a family member. The childminder supervises children well, particularly during mealtimes. She understands how to keep children safe on outings and uses these opportunities to teach children about keeping themselves safe, or example in terms of road safety.

What does the setting need to do to improve?

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

- strengthen the curriculum to build on children's interests to engage them as fully as possible in their learning
- develop a more secure knowledge of how to extend children's mathematical understanding.

Setting details

Unique reference number	2597797
Local authority	Portsmouth
Inspection number	10251461
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 8
Total number of places	3
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Cosham, Portsmouth. She provides care throughout the year, Monday to Friday, 7.30am to 6pm. The childminder holds a CACHE Level 3 award in preparing to work in home-based childcare. The childminder is eligible to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Moir

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 that into account in their evaluation of the setting.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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 provision 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.

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