

Childminder report

Inspection date: 9 April 2025

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 provides a welcoming and homely environment. Children are happy, settled and enjoy their time in the childminder's home. The childminder and any assistants she works with are extremely attentive to children's needs. They have established close relationships with children in their care. Children confidently request for their individual needs to be met, such as asking for their favourite story to be read while sitting on the childminder's lap. This demonstrates that they feel safe and secure.

Children have positive attitudes to learning. The childminder has high aspirations for children and offers praise for their achievements. The childminder knows children well. She provides an ambitious curriculum, tailored to children's interests and stages of development. For instance, children enjoy learning about transport, linked to familiar stories about trains.

The childminder consistently ensures that children benefit from a range of trips and experiences. Children develop a good understanding of the world and learn about community. For example, they learn about seasons, growth and healthy lifestyles while growing healthy foods such as vegetables at the childminder's allotment, and they develop social skills during art and craft activities with local elderly people. This helps children develop an intergenerational understanding and builds confidence.

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

- The quality of education is good. The childminder plans a broad and well-sequenced curriculum. Children make good progress in their learning and development. The childminder uses her good understanding of child development to ensure that the learning environment is effective. The childminder identifies children's next steps in learning. She collects information from parents when children first start to understand their starting points. She uses observations and assessments to track children's progress. This helps reduce gaps in their learning and development.
- The childminder understands her responsibility to keep children safe. She follows safer recruitment procedures. Assistants are supported well. The childminder meets regularly with them to evaluate the provision. They collaboratively identify what works well and what does not. This means that necessary changes can be implemented quickly for the benefit of staff and children. Additionally, the childminder encourages assistants to explore relevant training tailored to their interests, such as training to support children with transitions. These opportunities support professional development.
- The childminder is committed to supporting children's communication and

language skills. Children develop an interest in books and enjoy singing familiar songs, such as 'The Wheels on the Bus'. The childminder consistently chats to children while they play. However, at times she does not provide children with time to process what is being asked before moving the conversation on. This means that children do not always have opportunities to share their thoughts and ideas.

- Children generally behave well. The childminder regularly reminds children of routines. For example, children line up when they hear the whistle and help to tidy up. However, at times, children struggle with sharing, which can result in them throwing toys. The childminder is not always consistent in her approach to negative behaviour. This means that children do not always understand the impact their behaviour has on others.
- The childminder provides plenty of opportunities for children to access fresh air and to experiment with moving their bodies in different ways. For instance, children crouch down and use gross and fine motor movement while using a variety of art and craft resources outdoors to decorate a large cardboard train. Additionally, the childminder teaches them about preposition while climbing inside and pretending to drive the train.
- Parent partnerships are strong. There is effective communication with parents. The childminder shares information via online apps and through learning journals. Parents comment that children make good progress and are happy. Additionally, the childminder encourages parents to share cultural information, such as key words from different languages and celebrations. This helps to provide continuity of care for children and supports their understanding of diversity.
- Children are supported to develop skills in independence. The childminder encourages children to look after their needs, such as putting on and taking off their shoes. Children are supervised while feeding themselves during mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- ensure that children have time to process what is being asked to help them share their thoughts and ideas with others
- support children to understand expectations and to recognise that their behaviour has an impact on themselves and others.

Setting details

Unique reference number	2710599
Local authority	Portsmouth
Inspection number	10392326
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Cosham, Portsmouth. She operates all year round from 8am to 5.30pm, Wednesday and Thursday. The childminder holds a recognised early years qualification at level 6. The childminder works with an assistant. The setting provides funded early education for two-year-old children.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, 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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