

Childminder report

Inspection date: 15 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children welcome each other into the childminder's home and are excited to play alongside each other. They leave their parents confidently at the door and run to where others are eagerly waiting for them. Children are greeted with open arms from a loving and caring childminder into a warm and safe environment. They are then encouraged to independently take their shoes off, which they do with ease. Children are developing good independence skills.

Children play confidently and have access to a range of different resources, which they can access themselves. This includes imaginative play, interactive toys, maths and literacy resources. On special occasions, the childminder has parties for the children. For example, they enjoy attending a Christmas party with a ball pit and soft play. This helps to extend their physical development. The children are happy and enjoy playing alongside each other. They communicate well, and the childminder takes the opportunity to extend their language through questioning and developing their understanding.

Children have good manners and take turns. The childminder has high expectations for the children's behaviour and expects them to follow the rules. For instance, when they are told to tidy up, they do it without fuss. Children are encouraged to manage their own risks with the support of the childminder. For instance, they confidently walk across an obstacle course, demonstrating their good balancing skills. These experiences help children to develop their physical skills and to take risks in a safe environment.

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

- The childminder plans a curriculum which is based on children's interests. She gathers information from parents to find out about children's experiences at home. The childminder provides rich experiences for children to learn about their local community and beyond. For example, they attend music and movement classes, and festive occasions in the community. These experiences help children to develop their social skills and self-confidence by socialising with other groups of children and adults. However, the curriculum is not consistently planned to meet the needs of the children and their next steps in learning.
- Children have good imaginative skills. They use a range of resources to create their own storylines. For instance, they imagine going on a train ride to a specific destination and enjoy using money to pay for their trip. The childminder effectively uses these opportunities to test and extend their knowledge. For example, she introduces mathematical language when counting money. Children's mathematical skills are developing well.
- The childminder knows the children well and can explain what they need to

develop further. All children are making good progress, and this is effectively tracked by the childminder. She works effectively with parents and shares information with them about their child's development. For example, she shares their progress check at age two and offers ideas of how to continue learning at home. Parents of children with special educational needs and/or disabilities are well supported.

- Children are developing an understanding of healthy lifestyles. For instance, they have plenty of opportunities to be physically active and know to stay hydrated throughout the day. Children have a good understanding of the importance of washing their hands before eating. They have plenty of opportunities to develop their independence. For example, they select their own fruit and are encouraged to feed themselves. The childminder discusses with children the importance of eating healthy foods. Children are developing a good knowledge of how to keep themselves healthy.
- Parents are overjoyed with the care that is provided for their child. They have noticed a huge difference in their child's development and how their speech and language have improved considerably. This is a focus for the childminder due to the impact of the COVID-19 pandemic. The parents appreciate the childminder's flexibility in being able to care for their child and how organised the processes are.
- The childminder works with the families closely prior to the child starting. Children settle in quickly with a well-planned routine of visits and information-sharing from parents. These include children's interests, stage of development, routines and personal needs, such as allergies or dietary needs.
- The childminder understands that regular training helps her to keep her knowledge current and up to date. She attends regular training sessions, including webinars, which helps to support her professional development. For example, recent training has improved her knowledge of how to support children in learning about the importance of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguard training regularly and has extensive knowledge of safeguarding matters. For example, she has a secure understanding of county lines and radicalisation. The childminder can identify signs and symptoms of abuse and knows how to respond to these concerns. The childminder is aware of the correct procedure to follow if there was an allegation made against her or a household member. She has posters visible with contact numbers on if any concerns need to be reported further. The childminder has fire escape plans visible, and these are understood by the children in case of an emergency.

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 intentions to focus more deeply on children's individual learning needs.

Setting details

Unique reference number	EY101860
Local authority	Portsmouth
Inspection number	10234612
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2002. She lives in Portsmouth, Hampshire. She provides care for children from Monday to Thursday between 8am and 5.30pm, all year round. The childminder holds a relevant level 3 qualification in childcare.

Information about this inspection

Inspector

Harriet Povey

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector received feedback from parents about the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder answered questions to ensure she meets safeguarding and welfare requirements.

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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