

# Childminder report

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Inspection date:

7 May 2025

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Children arrive smiling. The childminder prepares the environment and resources ready for children to quickly settle down to play. Children appear to feel safe and secure as they go to the childminder and assistant for cuddles. However, there are weaknesses in the quality of education the childminder provides. For example, the intended curriculum is not always clear. This means that the childminder's support for children's learning is not consistently strong.

The childminder has clear expectations for children's behaviour, which are implemented fairly. She encourages children to use good manners and frequently models 'please' and 'thank you' during conversations. Children imitate this with confidence during mealtimes. The childminder also teaches children about important values, such as listening to one another and being helpful. Children demonstrate an understanding of this as they cooperate at tidy up time.

Children engage in activities that are enjoyable. They play with a pretend doctor's kit together and use their imaginations. However, at times, planned activities do not have clear learning intentions that link to the next stage in children's learning. This means that children are not consistently supported in making good progress.

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

- Although the childminder has some understanding of the areas of learning, she has not yet developed an ambitious and sequenced curriculum. For example, the childminder does not have a confident understanding of the skills children need to prepare them for school. Furthermore, activities are not consistently planned precisely enough to extend children's knowledge. This means that children do not consistently benefit from purposeful learning.
- The childminder shares information with parents about children's activities and their achievements each day. However, the childminder does not carry out meaningful assessments. For example, the childminder's understanding of the mandatory progress check at age two is not robust. Consequently, effective learning plans are not put in place and it is unclear what children know and can do or what they are working towards next.
- Interactions between children and the childminder are positive. During activities, the childminder initiates conversations with children and asks them lots of questions. However, at times, the childminder does not recognise that children need longer to think about their answer or initiate conversation. Furthermore, where children speak English as an additional language, the childminder has not identified clear strategies to monitor and support children's English speaking skills. Consequently, children's communication skills are not consistently increased.

- Children learn about health and hygiene. The childminder provides activities that teach children about keeping their teeth clean. Children use tooth brushes to clean large pretend teeth. Children demonstrate their knowledge as they discuss what they know about a dentist. The childminder also encourages children to think about elements of a healthy diet, such as eating fruit and vegetables.
- The childminder provides children with opportunities to build some independence skills. They spread their own butter on bread as they carefully construct their own sandwiches at lunchtime. Older children also begin to manage their own self-care needs. This supports personal development, as they begin to learn to carry out tasks by themselves.
- The childminder plans exciting trips for children. She takes them out to local playgroups, community centres and beaches. When they are out, the childminder talks to children about emergency services, such as police and paramedics. This intends to teach children about the people in the community. The childminder also takes children to open play spaces, such as parks. She plans these activities to encourage children to run freely and explore their climbing abilities. Children have opportunities to explore their physical skills.
- The childminder engages in mandatory training, such as safeguarding and first aid. She also carries out supervision sessions with any assistants she works with. Together, they discuss what is working well and anything they want to change. However, the childminder does not evaluate or monitor the quality of education delivered to children. Although she has considered further training, the childminder has not yet identified areas where the quality of her provision can be improved. Through this, teaching standards are not consistently raised for children.

## 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:**

- construct an ambitious and sequenced curriculum that prepares children for the next stage of their education
- improve ongoing assessment of children's learning and development to accurately identify children's next steps in learning
- complete the progress check at age two in line with the guidance in the statutory framework for the early years foundation stage
- raise teaching standards to improve the quality of interactions to support children's learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY152517                                                                          |
| <b>Local authority</b>                             | Portsmouth                                                                        |
| <b>Inspection number</b>                           | 10398211                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 15                                                                           |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 20                                                                                |
| <b>Date of previous inspection</b>                 | 9 October 2019                                                                    |

## Information about this early years setting

The childminder has been registered since 2002. She lives in Portsmouth. The childminder regularly works with an assistant and provides care Tuesday to Friday, between the hours of 7.30am and 5.30pm, for most of the year. She provides government funded early education to children between the ages of one to four years old. The childminder has a relevant childcare qualification at level two.

## Information about this inspection

### Inspector

Nicola Houston

### Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared written views of the childminder 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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