

Childminder report

Inspection date:

16 September 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive confident and ready to start their day. They receive a warm welcome from the childminder, who checks in with parents about any information she may need to know. Children excitedly explore the environment the childminder provides. They quickly delve into play, self-selecting from a variety of accessible resources. The childminder knows children well. She thoughtfully plans purposeful learning experiences that incorporate the children's interests and has consideration for their ongoing development. This supports children to be engaged and stimulated in their play and learning.

The childminder understands the importance of developing nurturing relationships with children. In turn, children seek her out for play experiences, praise and support when needed. The childminder is responsive to children as they immerse themselves in back-and-forth games together. They giggle in delight as the childminder supports children to practise their turn-taking skills. These interactions help children to build secure attachments with the childminder. This supports children's emotional well-being and positive sense of belonging. Furthermore, the childminder is a positive role model for children. For example, she gives gentle reminders to have 'kind hands', linking this to happy feelings. As a result, the behaviour of children is good as they begin to learn and understand their own emotions.

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

- The childminder has worked hard to address weaknesses identified during her last inspection. Children have access to a broad and well-balanced curriculum that incorporates all seven areas of learning. The childminder knows what skills children have learned and what she wants to teach them next and why. She plans appropriate next steps for children that intertwine their interests and individual stages of development. However, at times, activities are not precisely matched to children's stage of development and do not fully extend children's learning and build on their skills even further. Despite this, all children, including those with special educational needs and/or disabilities (SEND) make good progress.
- Communication and language are a focus for the childminder. Children benefit from positive interactions. The childminder repeats words and role models the correct pronunciation of new words, such as 'croissant' and 'crumble'. Children practise these new words confidently as they receive praise and encouragement. In addition, the childminder narrates children's play and holds age-appropriate back-and-forth conversations. This supports children's growing range of vocabulary. For those children who are still developing their verbal communication skills, she ensures that specific support is in place, such as basic

signing and gesture. This supports all children to become confident communicators.

- The childminder has completed targeted training to increase her knowledge of how to effectively support children with SEND. She works collaboratively with a range of professionals, incorporating their advice into individual plans for children to meet their needs and promote their learning. This ensures that children with SEND, as well as their families, are well supported.
- The childminder communicates well with parents. She keeps parents well informed about their child's development and progress. Parents speak passionately about the care and learning their children receive. However, there are no arrangements in place to liaise with other settings that children attend. This means that the useful knowledge and information the childminder has regarding children's care and learning are not shared to support a consistent approach for children.
- Children have ample opportunities to develop their physical skills. The childminder takes children on daily outings. For instance, they visit local parks where they have opportunities to run, climb and balance as they develop their core muscle skills. The childminder provides opportunities for children to develop their hand-eye coordination and increase dexterity in their hands. For instance, children enjoy pushing, squeezing and squashing slime and kinetic sand. This helps children to develop their small hand muscles and prepare them for early writing.
- The childminder models behavioural expectations calmly and consistently. In turn, children are resilient and keep trying when tasks challenge them. For example, they take time to wiggle and manoeuvre their fingers into finger puppets. The childminder recognises the importance of teaching children about safety. For instance, she gives gentle reminders not to put sensory play items in their mouths, explaining that it may give them tummy ache. This supports children's growing understanding of how to keep themselves safe and healthy.

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:

- strengthen activity planning so that children benefit from additional challenge where needed, to build further on their knowledge and skills
- build links with other settings children attend to provide greater consistency in children's learning and care.

Setting details

Unique reference number	EY222618
Local authority	Portsmouth
Inspection number	10324727
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	0 to 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 November 2023

Information about this early years setting

The childminder registered in 2002. She lives in the Copnor area of Portsmouth, Hampshire. The childminder holds a level 3 qualification. She provides government funded early education places for children aged from nine months to four years. She operates all year round, from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Natalie Moir

Inspection activities

- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during a planned activity.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder 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.

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