

Childminder report

Inspection date: 4 May 2023

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 are happy and settled. They have warm bonds with the childminder. Children excitedly greet their friends as they arrive. The childminder supports children as they learn about respecting others and understanding their needs. For example, she teaches them to ask others before giving them hugs. Children are kind and caring towards each other. For example, the older children are keen to help the younger children play. Very young children enjoy playing peekaboo with the childminder as they giggle in delight.

Children behave well. They have a good understanding of the childminder's high expectations. For example, young children understand and follow the rules to keep themselves safe when they leave the house. Children learn to be independent through routine tasks. For example, they learn to put on their shoes and coats by themselves. Children take pride in their achievements.

The childminder ensures that children see a range of cultures and ways of life through different activities and discussions. It is important to the childminder that children in her care are represented in the resources she has, such as books which depict different people and cultures.

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

- The childminder has a unique curriculum that is ambitious and sets out high expectations for children. For example, she wants children to be resilient and good citizens of the world they live in. Children make good progress in their learning and development. However, the childminder does not yet consistently plan for children's next steps in learning to ensure that they make the best possible progress.
- The childminder feels that it is important children take part in activities that represent things that are happening in the world around them, such as the King's coronation. They explore different stories about kings and take part in creative activities linked to these. For example, children show good control over glue sticks as they decorate the 'king's pants' just like in the story.
- The childminder meets the needs of children with special educational needs and/or disabilities well. She ensures that her provision and activities are adapted appropriately. She works well with other professionals involved and ensures that she communicates frequently with them about children's progress and needs.
- Children learn about their community and the wider world around them through frequent outings with the childminder. For example, they go to the local park and shoreline and have trips on the local bus. The childminder uses outings as an opportunity to introduce children to different things that they may not have experienced before. For example, they visit different types of supermarkets so

that they can try new foods.

- Children begin to develop an understanding of healthy lifestyles. They know to wash their hands frequently, particularly after toileting and before eating. They learn about a balanced diet, and the childminder involves them in tasks such as preparing their own snack to develop this further.
- The childminder's knowledge and understanding of how to adapt teaching to support the very youngest children need strengthening further. For example, at times, the very youngest children need more stimulation during routine everyday tasks to support them in making the best possible progress with their learning.
- Overall, children's language skills are supported well. For example, the childminder repeats words back to children clearly so that they hear the correct pronunciation. She talks to the older children as she helps them. For example, she explains the different pictures to the children as she introduces words such as 'coronation' and 'crown'. This helps children to hear new vocabulary.
- Parents comment on how kind and supportive the childminder is. They describe the setting as a 'home from home' for their children. Parents explain how they feel that the childminder communicates well with them. They comment that she regularly shares updates about children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibilities in safeguarding children. She has a secure knowledge of the signs and symptoms that may indicate a child is at risk of harm. The childminder knows the processes to follow if she needs to report a concern about a child to the relevant local safeguarding partners. This includes the process to follow if there is an allegation against herself or a member of the household. The childminder carries out regular risk assessments and teaches children to keep themselves safe. For example, children learn how to walk safely to and from school.

What does the setting need to do to improve?

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

- plan more precisely for children's next steps in learning and development
- strengthen knowledge and understanding of how to support very young children's development.

Setting details

Unique reference number	EY302642
Local authority	Portsmouth
Inspection number	10264439
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 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	15 June 2017

Information about this early years setting

The childminder registered in 2005 and lives in the North End area of Portsmouth, Hampshire. She operates all year round from 7am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds a recognised early years qualification at level 3.

Information about this inspection

Inspector

Natasha Jarvis

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder discussed her curriculum intentions with the inspector during a learning walk.
- The inspector and the childminder evaluated an activity together.
- Parents shared their views with the inspector through discussion and written feedback provided by the childminder.
- The inspector observed the childminder and children throughout the day.
- The inspector sampled relevant documents.
- The childminder and the inspector held discussions at appropriate times during the inspection.

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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