

Childminder report

Inspection date: 22 March 2024

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 arrive excited and ready to learn. The childminder greets them warmly, and they run into her house to meet their friends. She supports children to settle and places a strong focus on their happiness.

The childminder knows the children in her care well. This helps them to make good progress as she plans activities to meet their needs. For example, some children need to practise their cutting skills. The childminder provides opportunities to develop this. She encourages children to cut fruit at mealtimes and gives them paper and scissors to explore creatively.

Children behave well. They are kind and caring towards each other. Older children support younger ones in their play. They show affection towards each other by giving cuddles. Children like to look at each other in the mirror. They copy the expressions from the puzzle pieces, laughing as they make frowning faces together.

The childminder helps children to understand the importance of oral health. Children take part in an activity where they clean the dirty 'teeth' on the sheet with a toothbrush. Older children explain to younger ones what they need to do. They scrub with the brushes until the 'teeth' become clean.

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

- The childminder completes regular assessments to ensure children are making progress. She understands the importance of undertaking two year progress checks. The childminder supports children with special educational needs and/or disabilities well. She makes referrals to other agencies.
- The childminder provides a curriculum that builds on past experiences. When they start, she asks parents about children's skills and abilities. She uses this information as the basis to build on. However, some of the developmental next steps she identifies for children's learning are quite broad and not specific enough. Consequently, at times activities planned do not build step-by-step on what children already know and can do, to fully extend their learning.
- The childminder commits to professional development training to ensure her knowledge remains current. She shares information with childminders at local support groups.
- The childminder helps children to understand the importance of being healthy. They sing a song together about washing hands as they undertake the activity. Children know the importance of washing their hands before meals. They talk about if they put their dirty hands in their mouth they will get a tummy ache. The childminder encourages children to dispose of dirty tissues promptly. This helps to limit cross-infection.

- The childminder works well with parents. She provides advice and support, and parents value her input. The childminder provides resources for parents to support their children's learning at home. She gives regular updates and parents comment that they are very happy with the progress their children have made. Children benefit from this joined up approach to their care and flourish in their learning and development.
- The childminder develops good relationships with other nurseries and schools. This helps to ensure transitions are smooth.
- The childminder promotes children's independence well. She places resources at child height so they are easily accessible. Children know the routines and confidently get their chairs. They like to help to get the cutlery for mealtimes. The childminder provides lots of encouragement to the children. As a result, they persevere with tasks, from unwrapping their sandwiches to completing a circle with the train track pieces.
- The childminder promotes communication and language well. She is a good role model and strengthens language development at every opportunity. The childminder encourages older children to take an active role in telling stories to younger ones. This helps to develop their confidence and imagination.

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:

- use assessments more precisely to identify more specific, focused individual next steps for children that build effectively on their learning.

Setting details

Unique reference number	EY345452
Local authority	Portsmouth
Inspection number	10336958
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	22 June 2018

Information about this early years setting

The childminder registered in 2007. She lives in the Fratton area of Portsmouth, Hampshire, and cares for children from 7.30am to 6.30pm, Monday to Friday all year round. The childminder is registered to provide early education for children aged two, three and four years. She has a level 3 qualification in home-based childcare.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the provider 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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