

Childminder report

Inspection date: 16 June 2025

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 giggle with delight in the care of the nurturing and enthusiastic childminder. They explain that they 'love to dance' as they actively explore different movements to music. Children build strong relationships with the childminder. They become confident communicators as the childminder engages them in conversations. Together, they discuss their family holidays. Children also talk proudly about their accomplishments, such as winning races on sports day.

The childminder teaches children about good manners. Older children demonstrate a good understanding of the childminder's expectations as they say 'please' and 'thank you' at snack time. Furthermore, the childminder supports children to learn about being kind to one another. For instance, when children have a disagreement, she encourages them to consider their friend's feelings. Children begin to understand the impact of their actions on others.

Children enjoy learning about growing their own herbs and vegetables. The childminder encourages them to smell and taste them together. Children excitedly reflect on previous experiences of growing and tasting radishes. They talk about the carrots that they have planted. Children begin to learn about the natural process of growing food.

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

- The childminder plans for children to build a strong interest in a range of texts and develop an early awareness of letters and the sounds they make. The childminder reads to children with enthusiasm. She checks children's comprehension throughout the story. Children engage happily and demonstrate a good understanding of the narrative. Children are supported in developing a secure love of reading.
- The childminder can mostly explain what she wants children to learn. For example, she knows some of the skills she wants children to have before they leave for school. However, she does not consistently outline the smaller steps she wants younger children to learn first to prepare them for their future learning. This means that, at times, children do not benefit from a well-sequenced curriculum.
- Children enjoy a range of activities in the childminder's inviting garden. They run freely and travel with confidence on balance bicycles. The childminder encourages children to explore their abilities as she demonstrates how to use a bat and ball. Children try hard as they learn to use equipment with accuracy. Children develop strong physical skills.
- The childminder teaches children about good health. Children know to wash their hands before eating. Together, they sing a song that teaches them the

importance of cleaning their hands effectively. Furthermore, children learn about the nutritional benefits of fruits and vegetables at snack time. Children develop a strong understanding of healthy lifestyles.

- The childminder enriches her curriculum through a range of outings. For example, she plans trips to local groups to build on children's social skills and to develop their communication with people with whom they are less familiar. The childminder also takes children out to the forest and the farm to further extend the breadth of their experiences.
- Children learn about managing some risks. For example, the childminder encourages them to consider how to keep themselves safe when climbing in the garden. However, the childminder has not yet considered how to teach children about the risks they might face when using the internet. This means that children do not have a secure understanding of how to stay safe online and where to go for help if they need it.
- The childminder builds partnerships with professionals involved in children's care and education. For example, when children attend another early years setting, she develops channels of communication. Through this, they collaborate to discuss children's progress and work together to implement future learning. Children benefit from a shared approach.
- Partnerships with parents are well embedded. They speak very highly of the childminder. She communicates frequently with them and keeps them informed about children's activities. The childminder also provides parents with support to extend children's learning at home.

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:

- develop how the curriculum is sequenced to precisely target the stages of children's learning
- embed strategies to teach children about risks they might face online and where to go for help if they need it.

Setting details

Unique reference number	EY350230
Local authority	Portsmouth
Inspection number	10398313
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	1 to 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	15 October 2019

Information about this early years setting

The childminder registered in 2007 and lives in the Drayton area of Portsmouth. The childminder operates all year round from 7.30am to 6pm, Monday to Friday. The childminder holds a childcare qualification at level 3 and provides funded early education for children between the ages of nine months and four years.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The childminder told the inspector about their early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during snack time.
- Parents shared their views of the setting 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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