

Childminder report

Inspection date: 12 January 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 safe in the nurturing environment, which the childminder says is a 'home away from home.' Children look for support and guidance from the childminder and, at times, independently access their own resources. For example, they use the resources available to take care of the baby dolls. Children imitate adults and use their imaginations to play alongside each other. This shows that they feel safe and secure as they explore the environment.

Children excitedly explore the range of activities provided, both indoors and outdoors, including those away from the childminder's home. They attend play groups, the farm and the library with the childminder and other children. They explore other opportunities within their community and develop their social skills.

Children learn to lead a healthy lifestyle. For example, they go for daily walks and go outside whatever the weather. Children have access to their water bottles, regularly drinking water to keep hydrated. Children use appropriate tools to cut their healthy snacks, first ensuring that they have washed their hands. Children also imitate the childminder when cleaning. For example, they clean the nappy changing mat after the childminder has done it. This shows that children are learning the self-care skills they need to progress on to the next stage of their learning.

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

- The childminder follows the children's interests and lets them choose what they would like to do. She focuses on children's individual needs, particularly their communication and language skills and building their confidence. For instance, the childminder consistently models language, asks questions and leads discussions. Children confidently respond to the childminder and each other. They express their needs and wants to her, ensuring that she can support them further.
- The childminder provides opportunities and tools to extend the children's learning. For instance, she identifies that children like connecting resources together and provides opportunities for them to buckle, zip, plug and push objects. The childminder knows the children well and explains what they can do and how she extends their learning further. However, the childminder does not fully recognise opportunities where she can develop children's knowledge and understanding of mathematical concepts, such as counting and number, within their daily routine and activities.
- Children have good listening and attention skills. They respond instantly to the childminder, following her instructions and answering her questions. For example, when getting ready for snack time, children say what they need to do

next. When asked what they could hear during a storm, they respond and go to the window to look, listen and explain what they see.

- Children play alongside each other well. They communicate with each other in a friendly manner as they build on storylines. For example, children make ice-cream cones out of play dough. They take it in turns and share their cones with each other. They also help each other when necessary. For instance, they help each other cut up their snack when difficulty occurs. Children show care and concern for each other and build good relationships.
- The childminder has procedures in place to ensure that all children's needs are being met. She gathers detailed information before children start attending. For example, she finds out about health needs, including allergies. She liaises with other professionals to ensure that she gives children with special educational needs and/or disabilities the support they require. This helps all children to make good progress.
- Parents are extremely pleased with the way the childminder cares for their children. They say the childminder is caring, supportive and fun and that the children cannot wait to attend. Parents also say that the children thrive in the childminder's care. Parents report that they 'receive fantastic feedback' on what their child is doing, such as through pictures and videos. The childminder shares progress checks at age two with parents and encourages them to comment. This contributes to building strong partnerships with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge, such as by completing training. She has extensive safeguarding knowledge regarding the signs and symptoms of abuse and neglect. She knows when to raise a concern and who to contact. The childminder also knows about issues such as county lines and cuckooing. She also demonstrates an awareness of radicalisation and what to look for if children are being exploited. She has a robust procedure in place when families start with her. For example, she explains her safeguarding policy and responsibility to keep children safe. The childminder is always assessing the risks of activities and the environment. This includes when she takes children to and from school, making changes to the route when necessary.

What does the setting need to do to improve?

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

- review opportunities to include mathematical concepts, such as counting and number, during activities and routines.

Setting details

Unique reference number	EY363125
Local authority	Portsmouth
Inspection number	10228443
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 February 2017

Information about this early years setting

The childminder registered in 2007. She lives in Portsmouth, Hampshire. The childminder has a childcare qualification at level 3. She provides care for children between 7.15am and 5pm, each weekday, all year round. She offers funding for children aged two, three and four years.

Information about this inspection

Inspector

Harriet Povey

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 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 early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about children's learning and development.
- The inspector and the childminder carried out a joint observation.
- The inspector received feedback from parents about the childminder.
- 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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