

Childminder report

Inspection date: 17 March 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

The childminder uses her knowledge of child development to plan a clear and ambitious curriculum that focuses on children being able to express themselves effectively. She plans interesting activities that enable children to meet their full potential. For example, children concentrate well as they enthusiastically use paint to experiment with colour mixing. The childminder encourages children to predict what colours they can make when mixing paint. Children concentrate well and then cheer as they predict correctly, and they talk about how they have made the colour 'teal'. The childminder supports the development of children's colour recognition by suggesting objects that match the colours made.

Children settle very quickly in this warm and stimulating environment. They show positive relationships with the childminder as they chat away to her and leap into her arms. This helps to promote children's well-being and confidence. The childminder uses children's interests well to engage them in play. For example, children excitedly balance on different-coloured stepping stones. They laugh and say 'ding ding' as they move from one to the other, showing good control. The childminder laughs and reaches out her arms to catch the children as they jump off the stepping stones. Children develop good self-esteem and a sense of belonging due to the support they receive from the childminder.

The childminder has high expectations for children's behaviour. She consistently reminds them of the importance of 'kind words, kind sharing'. Children learn these skills for themselves as they thank each other for passing pens out of their reach. Children develop a good understanding of how to manage their behaviour.

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

- The childminder encourages children's independence skills. For example, she asks them to help her prepare snack. Children know that they need to wash 'germs' off their hands. They walk to the bathroom to wash and dry their hands. Children carefully use safety knives to chop up a watermelon. They show determination and resilience as they use their strength to cut the watermelon into slices. Children laugh as the water inside dribbles down their chins as they eagerly eat the watermelon. They talk about how there are seeds inside and suggest that they could plant them. The childminder praises the children and tells them she is proud of their achievements.
- The childminder promotes children's good health and follows good hygiene practices. For instance, when children sneeze, she encourages them to cover their mouths and then praises them as they do so. The childminder provides healthy snacks for children and teaches them about healthy eating and lifestyles through conversations at mealtimes.

- The childminder encourages children's speech by introducing new words, such as 'germination'. Her clear modelling and repetition of words helps children to correct any errors in their pronunciation. The childminder asks children targeted questions, such as 'Is ice cream a healthy option?' However, in her eagerness to teach children new ideas, she does not always give children enough time to formulate a response. This does not fully support the development of children's emerging language skills.
- The childminder incorporates mathematics well into children's play. For example, she encourages children to count the number of rings around Saturn as they carefully colour pictures of planets. Children look at numerals drawn on a tray and begin to correctly recognise them. This helps to develop children's counting and number recognition skills.
- The childminder plans many varied and exciting opportunities for children to go on outings, such as to woodland and an allotment. Children proudly show seedlings they have grown and talk about how they will plant them at the childminder's allotment. This helps children to explore the natural environment and widen their knowledge of the world around them.
- The childminder helps children develop a love for books. She adapts the tone of her voice to enhance children's enjoyment of stories. Children like joining in by pointing out familiar phrases in the book, such as 'parrots sit on carrots'. The childminder encourages children to gain new knowledge from a wide range of books.
- The childminder attends regular training and uses the knowledge gained to help improve outcomes for children. For instance, she has attended recent training on developing children's play. This has helped the childminder to think about different ways to promote children's play.
- Partnerships with parents are good. The childminder shares detailed information daily. She gets to know the families well and builds positive relationships with them. She uses information from parents to plan targeted activities for children effectively. Parents speak highly of the childminder and talk of how their children have thrived in her care.

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:

- provide children with the time they need to respond to questions and express their views, to further strengthen their communication and language skills.

Setting details

Unique reference number	EY390919
Local authority	Portsmouth
Inspection number	10388682
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	13
Date of previous inspection	23 July 2019

Information about this early years setting

The childminder registered in 2009. She lives in Southsea, Hampshire. She works from 7am to 6pm, Monday to Thursday, and 7am to 4pm on Friday, all year round. The childminder provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Clare Leake

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development and how she organises the curriculum on offer.
- The inspector observed the quality of education being provided and assessed the impact that this has on the children's learning.
- Parents shared their views of the setting with the inspector via written testimonials.
- 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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