

Childminder report

Inspection date: 12 November 2019

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 form secure and trusting relationships with the childminder and her husband, who occasionally works as her assistant. They are happy and confident and engage well in activities, showing a positive attitude to learning. For example, during their pretend play, children enjoyed making pancakes and discussed what toppings they like on them. The childminder interacts well to increase children's understanding and to support their communication and language skills. For instance, she explained what the whisk is and how it is used to mix the pancake batter. All children, including those with delays in their language skills, are confident talkers and make good progress.

Overall, the curriculum provides a broad range of experiences, although there are few opportunities for children to learn about the wider world. The childminder has high expectations of children's behaviour. She models strong, consistent behaviour values. Children behave well and respond promptly to the childminder's instructions. They learn how unkind words may have an impact on the feelings of others and the importance of taking turns. Children are kind and polite and enjoy helping each other. For example, children pass toys to each other and respond by saying, 'thank you.'

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

- The childminder provides a language-rich environment for children. She reads stories and teaches them rhymes and songs. Her effective interactions help to develop all children's understanding and speech successfully, including those who speak English as an additional language. The childminder learns and uses words in children's home languages as they play and learn, and introduces words in English. This helps to ensure children are well prepared for the next stages in their learning, such as starting school. Parents recognise and appreciate the childminder's great commitment to supporting their children's communication and language skills.
- Children enjoy following their interests and choosing what to play with from the good range of resources available. This helps them to lead their own learning and develop independence, which the childminder follows with skill. Children develop self-care routines, such as washing their hands and putting on their shoes. However, during some activities, such as mealtimes, the childminder does not give children opportunities to take a more active role. This does not promote children's independence and practical life skills to the optimum.
- The childminder provides many opportunities for children to develop their physical skills and to enjoy being in the fresh air. They learn about taking risks and keeping themselves safe, such as negotiating challenging climbing equipment at the park. In her garden, children engage in activities such as

scooping and pouring water. Children enjoy the healthy food the childminder provides and talk about foods that are good for them to eat.

- Children benefit from experiences that enhance their enjoyment and learning, such as walks along the seafront and visits to toddler groups. These help them learn about their local environment and people in their immediate community. However, children have fewer opportunities to learn about the wider world and the people in it. The childminder helps children to listen to each other to respect each other as they play.
- The childminder observes children's play regularly and plans activities that support the next steps in their learning. For example, children collected fallen leaves, painted and printed with them, and learned about their size and colour. This helped broaden their creative and mathematical skills while learning about the seasonal changes that occur in autumn. Occasionally, the childminder does not give children time to think and come up with solutions to challenges that arise during their play. The childminder ensures her assistant knows the children's care and learning needs so he can support them appropriately.
- The childminder regularly evaluates her practice and the service she provides. Since her last inspection, she has completed a range of training and made many improvements which have benefited children. For instance, the book area is now more inviting and the wide variety of books are easier for them to access. This has a positive effect on children's literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the signs and symptoms that could indicate a child is at risk of harm. She keeps her knowledge up to date and has completed safeguarding training. She has a broad understanding of wider safeguarding issues and understands how to identify and report any concerns. The childminder ensures her assistant understands how to keep children safe. He is aware of all policies and procedures around safeguarding and knows who to contact if he has concerns about children's welfare. Together, they promote children's safety well, such as by minimising hazards in spaces where children play.

What does the setting need to do to improve?

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

- strengthen teaching further by allowing children time to think and to solve problems during play and discussions to extend their critical thinking skills
- explore ways to help children to develop a broader understanding of diversity and the similarities and differences of different people in the world
- make better use of everyday opportunities for children to do things for themselves to extend their independence even further.

Setting details

Unique reference number	EY394317
Local authority	Portsmouth
Inspection number	10071834
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	5 August 2015

Information about this early years setting

The childminder registered in 2009 and lives in the North End area of Portsmouth. She sometimes works with her husband, who is registered as her assistant. The childminder operates Monday to Friday, all year round, except for family holidays. She offers additional wraparound care for children before and after school and during school holidays. The childminder holds a relevant early years qualification at level 3 and receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jacqueline Munden

Inspection activities

- The childminder and inspector completed a learning walk through areas of the home and garden being used for childminding, to see how the early years provision and the curriculum are organised.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and while accompanying the childminder and children on a walk. She jointly assessed, with the childminder, the impact this has on children's learning and personal development.
- A range of documentation, including records relating to children, safeguarding procedures and the written views of parents, was sampled.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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