

Childminder report

Inspection date: 21 July 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 provides an environment that is clean, safe and welcoming. Children are happy and enjoy playing with their friends and spending time exploring the broad range of resources. The childminder knows every child extremely well and uses this information to provide exciting activities and experiences that children enjoy getting involved in.

Children's behaviour is very good. The childminder works hard to teach children to be kind to their friends and share and take turns. The expectations of the setting are clear and simple, and children need very little reminding how to behave. The childminder praises children regularly and children respond well to this. For example, children help to pack away ready for the next activity. This means children are learning to manage their own behaviour and work cooperatively with each other.

Children are taught to be understanding and considerate to each other. They are aware that younger children might not understand the rules of a game or need more support than older children. The childminder uses discussion to explain the importance of helping their friends when they need it. This supports children to learn that everyone is different and it is important to be kind. The childminder plans her curriculum intention well and uses everyday activities and experiences to support children's preferred styles of learning. For example, children enjoy learning about colours during a drawing activity and respond well to mathematical concepts, such as one more and one less, when playing a group game. This means children stay engaged and have fun learning.

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

- Children are taught to keep themselves safe. For example, children learn to 'stop and freeze' when they are walking in the local community. This helps children begin to understand the importance of listening to the childminder if she needs their attention quickly. Children are also taught to press the button and wait for the 'Green Man' at the traffic lights. This supports children to develop an awareness of their surroundings and how to behave when they leave the childminder's house.
- The childminder provides an environment that nurtures a love of reading and stories. Books are easily accessible and children enjoy choosing their favourite and taking it to the childminder to read while having a cuddle. Children are quickly engaged and enjoy pointing to the pictures and filling in the gaps of the story. This promotes children's communication and language development and encourages children's concentration skills.
- The childminder knows what children can do and provides a range of activities

and experiences to move their learning on. However, there are times when children are not consistently encouraged to make even better progress. For example, during a game, open-ended questions are asked to all children, but those who are more capable are not supported to develop their thinking even more. This means that some children are not moving to their next stage of learning, where they will be challenged further.

- Children are taught to develop their thinking skills and try and problem solve independently before asking the childminder for help. For example, children use the bricks to build a dragon from their favourite film and ask the childminder for help. She uses simple questions and encouragement to support children to work through a problem by themselves, supporting if needed. This enables children to develop their resilience and begin to find solutions by themselves. Children are also taught to be confident and speak out if they have an idea or opinion. The childminder is respectful, gentle and nurturing, which makes children feel listened to. This promotes a positive attitude to learning.
- Partnership with parents is effective. They report how well the childminder supports their children to feel safe and secure. Parents value the skills she teaches and appreciates how this has helped prepare them for their next stage of learning. The childminder provides parents with regular updates of children's experiences, as well as photos of what they have been doing and where they have been.
- The childminder has a very clear overview of her strengths and what she would like to do to enhance her service. She asks parents and children for their opinions and takes this feedback into account. She connects with other local childminders for support and guidance, as well as other professionals in the local area. The childminder also attends training to improve her practice on a range of topics, including safeguarding. This helps to keep her knowledge up to date and enables her to prepare for any changes that are needed.

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:

- improve planning so that all children are provided with appropriate levels for challenge, including the most-able children.

Setting details

Unique reference number	EY394317
Local authority	Portsmouth
Inspection number	10398838
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 November 2019

Information about this early years setting

The childminder registered in 2009 and lives in the North End area of Portsmouth. She 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

Lucy Short

Inspection activities

- 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 inspector observed the interactions between the childminder and children.
- The inspector completed a joint observation with the childminder and evaluated the activity.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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