

Childminder report

Inspection date: 18 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 confidently run to the childminder for cuddles, which are warmly given. They are clearly at ease with the childminder. Children listen attentively to what the childminder says. For instance, they slow down to walk when the childminder reminds them about safety indoors. Children demonstrate positive attitudes and that they feel safe and secure in the childminder's care.

The childminder has clear aims for children to develop skills that will support their education, now and in the future. For example, the childminder promotes children's confidence in all they do. She encourages children to be independent, offering them choices about what to play with and where to play. The childminder provides children with a stimulating learning environment. For instance, she plans activities to introduce children to topics and ideas they may not know about. Children benefit from learning about sea creatures as they explore a variety of resources and books. The childminder helps them to be motivated and interested in their play and learning.

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

- The childminder has a secure understanding of how children learn. She notices what children know and can do, and makes plans to build on their learning. For instance, when children show they can unscrew lids, the childminder notes this to add to their next steps in learning. She puts plans in place to help children learn how to screw items on as well as off. The childminder supports children's learning well.
- Children benefit from a childminder who knows them individually. She notices when children have any gaps in their learning. For example, when children need more help with their speech, she helps them to hear new words. As they play, the childminder names objects for children, such as teapot, cup and saucer. The childminder repeats back what children say so that they can hear words correctly. She supports children to develop a range of vocabulary and to be confident communicators.
- The childminder encourages children to keep on trying and develop resilience. For instance, when children struggle to find sea creatures hidden in sensory materials, the childminder helps them to persist. The childminder shows children how to explore when unsure of new materials. She offers them plenty of reassurance, support and suggestions on what to try next. Children beam with delight when they find the hidden creatures, and the childminder helps them celebrate their achievements. She supports children to be resourceful as they play and learn.
- The childminder makes effective use of additional funding. For instance, when children need more support and encouragement to develop their physical skills,

she buys interesting and stimulating resources. Children learn to balance on beams and stepping stones. They are physically active and motivated to play.

- The childminder supplies children with nutritious meals and snacks. She promotes good hygiene routines, such as handwashing before eating. The childminder supervises children effectively as they eat. The childminder reminds children to sit securely on the floor and safely in chairs. She shows them what she means, and children copy her actions. The childminder supports them to develop healthy and safe habits.
- Children benefit from hearing plenty of warm praise from the childminder. She helps them to develop positive self-esteem. However, the childminder does not explain to children why they are being praised or what they are being praised for. Children are not fully aware of their individual achievements.
- The childminder places a strong emphasis on helping children learn outdoors and outside of her setting. She regularly offers children opportunities to take part in outings, such as to the beach and play parks. This helps them to see the local community and different people. The childminder helps children learn about diversity in the wider world.
- The childminder builds effective partnerships with parents. However, she has not considered how to share learning and development information with other settings that children attend. The childminder does not consistently promote continuity in children's care and learning.

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:

- support children to know exactly what it is they are being praised for so they can recognise and celebrate their own achievements and learning
- develop partnerships with other settings children attend to enhance consistency in children's shared care and education.

Setting details

Unique reference number	EY394682
Local authority	Portsmouth
Inspection number	10394835
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 2
Total number of places	5
Number of children on roll	2
Date of previous inspection	27 September 2019

Information about this early years setting

The childminder registered in 2009 and lives in Portsmouth. She provides care Monday to Thursday, from 7am to 4pm, during school term times only. The childminder receives funding for the provision of early education for children. She holds an appropriate early years qualification at level 2.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector completed a joint observation with the childminder during a water play activity.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.

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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Textphone: 0161 618 8524
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