

Childminder report

Inspection date: 29 August 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 arrive happy and excited to begin their day. The childminder and any assistants she works with joyfully welcome children inside and invite them to join their games. Children build strong relationships with the childminder. They confidently talk about their holidays and favourite books. Children demonstrate that they feel safe and secure in the childminder's home.

The childminder provides children with clear expectations for their behaviour. For example, she discusses with children how to use different toys during their activities and why it is important to use them safely. Children demonstrate a good understanding of this. Furthermore, children respond quickly to instructions. They are keen to join in at tidy-up time and effortlessly place their toys away. Children behave remarkably well.

Children enjoy a range of activities and experiences. The childminder plans the curriculum and arranges activities to prepare children for the next stage of their education. She places a high focus on supporting children's personal skills. For example, the childminder plans opportunities that promote children's independence. For example, she encourages children to put on their shoes and prepare their own snack. The childminder uses activities such as these to help children to develop secure self-help skills.

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

- The childminder reads to children with passion and enthusiasm. This builds on children's attention and focus. Children participate happily and listen attentively to the story. They excitedly remember their favourite phrases in the stories. The childminder asks questions to find out what children know about the different parts of the narrative. She supports children's early literacy skills well.
- Children build strong communication skills. They frequently have friendly conversations with the childminder and any assistants she works with. Children also talk with their friends as they play. The childminder provides children with new language during activities. For example, children repeat new words, such as 'pine cones' and 'chrysalis', as they learn about nature through books and their play.
- Overall, the intent for the childminder's curriculum is clear. She understands how to prepare activities to support children's future learning. However, the childminder's intent for her expressive arts and design curriculum is less ambitious. For example, she does not consistently plan for children's progress in this area of learning or support children to purposefully access a range of media and materials. Despite this, children do begin to show some creativity as they explore with loose parts.

- The childminder promotes children's positive attitudes to their learning. She supports younger children as they begin to recognise numbers. The childminder offers children praise for their accomplishments. Furthermore, her interactions extend children's learning. For example, children learn about repeating patterns. They become thoroughly absorbed in their work and create a collection of patterns with blocks. Children try hard and learn about mathematical concepts appropriate for their age.
- The childminder recognises how to support children with managing some risks. For example, she talks to them about safety outdoors when using different equipment. However, the childminder has not considered how to teach children about the role of technology in their lives and the risks involved with accessing the internet. This means that children do not receive experiences that develop their knowledge of how to use technology safely and where to go for help if they need it.
- The childminder is reflective about her practice. She supports any assistants she works with to continually improve their interactions to ensure that children consistently benefit from meaningful learning. Furthermore, the childminder engages in regular training. For example, she has recently completed training that has increased her understanding of how to support children with special educational needs and/or disabilities. Through this, teaching standards are raised for all children.
- Parents and carers speak highly of the childminder. They receive plenty of communication about their children's learning. The childminder provides parents with information about children's daily activities and how to support their learning at home. For example, when children learn about healthy lifestyles, she sends resources home about oral hygiene. Parent partnerships are strong.

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:

- strengthen the intentions for the expressive arts and design curriculum so that it is consistently ambitious
- develop strategies to teach children about how to use the internet and technology safely.

Setting details

Unique reference number	EY397835
Local authority	Portsmouth
Inspection number	10407406
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 6
Total number of places	12
Number of children on roll	12
Date of previous inspection	8 January 2020

Information about this early years setting

The childminder re-registered in 2009 and lives in Portsmouth, Hampshire. She operates all year round, from 7.30am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. She employs an assistant, who also holds a qualification at level 3. The childminder provides government-funded childcare for eligible children.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- 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, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation.
- Parents shared their views of the childminder with the inspector.

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
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