

Childminder report

Inspection date: 12 March 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle quickly into the childminder's care. She is kind and caring, and children display strong and trusting bonds. Children behave well. The childminder is a good role model who helps children develop the skills they require to play and share with others. Children are happy, safe and content. The childminder helps them build a firm sense of belonging and this helps children to explore and investigate in their play and learning. Children are gaining an early awareness of how to take care of themselves. For example, they are able to dress and put on their own shoes for outdoor play. Children help prepare food for mealtimes. For instance, they carefully crack eggs into a bowl and choose from a nutritious range of vegetables to make lunch for themselves. This helps children start to understand about making healthy choices. The childminder plans activities to help children learn about nature and how things grow. For instance, children plant and care for spring bulbs and watch how they develop and increase in size. The childminder helps children make their own choices in their play and learning. For example, they are able to easily access a wide range of resources and this helps to support children's changing and emerging interests.

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

- The childminder supports children's language and communication skills. For example, she speaks clearly and introduces new words and sounds, such as 'carnivore' and 'herbivore', as children play with dinosaurs. This helps to extend children's vocabulary and their understanding. However, occasionally, the childminder does not give children enough time to think and respond with their own views and suggestions.
- Children are creative and imaginative. They enjoy the sensory experiences that the childminder plans for their learning. For instance, as they play in the garden, they enjoy digging in the sand to find 'fossils' and pictures. Babies use natural items to feel different textures and sensations, and use their increasing fine motor skills as they grab and hold objects.
- The childminder regularly observes the children to ensure they are making good progress. She is swift to identify potential gaps and provide them with additional help if required. Although the childminder plans for new experiences and activities, to help children to build on all areas of their learning, she does not plan as effectively for babies and much younger children.
- Partnerships with parents are well established and the childminder keeps parents updated on their children's achievements and successes. They are fully involved in helping to set the next steps for their children's learning. The childminder shares information with other settings that children attend. This helps to provide them with a joined-up approach towards their future progress and development.
- The childminder uses the process of self-evaluation well. She gathers the views

and comments of parents and children; these help her to identify areas for improvement and change in her provision. The childminder plans precisely for her own professional development, to continuously update her knowledge and understanding. For instance, a recent course has helped the childminder to provide more opportunities to build on children's independence and self-esteem. This helps children to prepare for the next stage in their learning or their eventual move on to school.

- Children have many opportunities to play outside and to learn about the wider world and the community around them. They enjoy attending weekly playgroups and taking trips on ferries. The childminder places a lot of time and thought into her outdoor provision, to constantly build on children's emerging interests and choices. For example, children build on their mathematical skills as they roll balls and water down drainpipes to explore with speed and direction.
- The childminder helps children to build a love of stories and songs. Older children are starting to use their memory and recall skills as they recognise the letters contained in their own name and join in with actions songs. Babies move their bodies in time to music and are able to cruise around furniture to help them to build on their increasing mobility and balance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe in her care. She is confident in how she would recognise the signs of abuse and the procedures she would use to report any concerns about the welfare of a child. The childminder updates her knowledge of wider safeguarding issues by accessing regular training and research. For instance, she helps children to learn about online safety by purchasing age-appropriate books to help them to gain an early awareness. The childminder uses robust risk assessments when on outings, and at home, to provide safe environments for children to explore in their play.

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 more time to express their own views and suggestions, to build further on the increasing communication and language skills
- plan more effectively for the play experiences of babies and much younger children, to support and build on all areas of their learning.

Setting details

Unique reference number	EY405485
Local authority	Portsmouth
Inspection number	10136584
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	6
Number of children on roll	16
Date of previous inspection	2 March 2016

Information about this early years setting

The childminder registered in 2010 and lives in Southsea, Hampshire. She operates from 7.30am to 6pm, Monday to Friday, for most of the year, except family holidays. The childminder holds an early years qualification at level 3. She provides funded education for three- and four-year-old children.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector accompanied the children and the childminder around the areas of the home used for the childminding provision. The inspector took into account the written comments left for her by parents.
- A range of documentation was sampled, including suitability checks, qualification certificates and the childminder's training logs.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development. The inspector observed play indoors and in the garden area.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector discussed professional development and how the provision and current areas for improvement are identified and evaluated.

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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