

Childminder report

Inspection date: 28 January 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

The childminder provides a welcoming and homely environment where children feel safe and secure. Children have developed strong attachments with the childminder. She provides comfort, reassurance and cuddles, especially when children require extra support. Children explore the environment and participate in the activities on offer. They confidently make independent choices in their play, as well as encourage others to join in their games. For instance, they set up a board game and invite others to join in with them.

Children behave well and are polite. The childminder is a positive role model and has high expectations for children's behaviour. Children say 'please' and 'thank you' when expressing their needs and wants. Occasionally, when children forget, the childminder is quick to remind them of her expectations. Children play alongside each other well and willingly take turns when they share resources. For example, they share dressing-up clothing and accessories. Children begin to demonstrate a sense of care and concern for each other. For instance, they ask, 'Are you ok?' when they hear someone coughing.

The childminder places a strong focus on children's literacy skills. She encourages children to learn the letters that make up their names by developing innovative activities. For example, the childminder produces laminated name cards with individual Velcro letters upon them. This encourages the children to learn how to sequence the letters within their names. Children are offered further challenge as they are encouraged to try and write their names also.

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

- The childminder has a good understanding of how children learn and delivers a broad, well-planned curriculum that reflects children's interests well. The childminder helps children to develop their communication and language skills. She joins in with children's play, talks to children constantly and asks them questions to encourage their learning and to recall information from previous learning. For instance, they share children's development journal photographs, discussing what was happening and why.
- Parents speak very highly of the childminder and state that their children have made good progress in their development. The childminder shares daily information and ongoing assessments with parents, which supports continuity in care and learning. She also shares next steps and ideas to support learning at home. However, initial information gathered is lacking in detail to help her build fully on children's foundations.
- The childminder skilfully incorporates mathematical language into everyday activities and routines. For example, children count how many animals have

been found and how many more are needed during their board game. This helps to develop children's emerging mathematical skills.

- Children enjoy a variety of visits to local community groups where they meet with other childminders and their children. This provides children with opportunities to socialise in larger groups and to make new friendships. The childminder takes children on exciting outings, for example to farms and local parks. This helps children to learn about their community and the wider world.
- Since the last inspection, the childminder has made improvements to her practice. She has improved the learning environment and ensures she regularly seeks the view of parents. This supports her in evaluating and making future changes. She shares good practice with her childminding peers. The childminder has completed all her mandatory training. However, she has not established a programme of professional development to increase her knowledge further, to help raise the quality of teaching to an even higher level.
- The childminder ensures she promotes diverse cultures and festivals throughout the year. Children learn about people who are different from themselves and are given opportunities to experience their unique celebrations. For example, recent focuses have been on Chinese New Year. Children are able to taste Chinese foods, cut up wool to make their own noodles for role play, and use their fine physical skills to try and use chopsticks to pick their noodles up with.
- Children are supported well to develop their independence and self-care skills. They attend to their own personal needs, such as putting on their own shoes or washing their hands after toileting. Children begin to demonstrate an understanding of good hygiene practices and make comments such as, 'We need to wash our hands to wash away the germs don't we?'

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in protecting children and keeping them safe. She is aware of the possible signs of abuse and knows who to contact if she has any concerns about a child's welfare. The childminder has clear policies and procedures in place to support her practice and has completed relevant safeguarding training. The childminder ensures children play and learn in a safe environment. Children learn how to keep themselves safe when using sharp tools, for example scissors. Children are taught how to carry them safely when moving them around the home.

What does the setting need to do to improve?

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

- gather more detailed information about what children already know and can do when they first start to attend, to clearly establish their starting points

- explore further professional development opportunities that focus more precisely on raising the quality of teaching and children's learning.

Setting details

Unique reference number	EY417907
Local authority	Portsmouth
Inspection number	10108767
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	3 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	16 April 2015

Information about this early years setting

The childminder registered in 2010 and lives in the North End area of Portsmouth. She works from 9am to 5pm, Monday to Friday, all year round except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and is registered to receive the government funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Denman

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. The childminder and inspector discussed how the childminder organises the resources and plans experiences for children.
- The inspector observed the childminder's interactions with children and spoke with children as they played and followed routines.
- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's development. The childminder and the inspector reflected together on children's learning during their play.
- The inspector looked at a sample of the childminder's documents. This included evidence about training, written policies and the suitability of those living on the premises.
- The inspector took into account parents' views through written testimonials and was able to speak to a parent present at the time of inspection.

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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