

Childminder report

Inspection date: 30 September 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 greets children warmly and cheerily invites them inside. Children settle happily in the childminder's welcoming home. They quickly get involved with the different toys and activities available. The childminder begins friendly conversations with children. She asks them questions about their special family events at the weekend. Children smile with joy as they talk about going to a 'party'. The childminder knows children well and builds strong relationships with them. This helps them to feel safe and secure in her care.

Children benefit from a broad range of activities in the local community. The childminder considers what she wants children to learn and then plans outings accordingly. For example, she takes children to a farm to teach them about words related to animals and nature. She uses a variety of trips to increase children's confidence in different environments and to further develop their early social interaction skills. For instance, she takes them to local playgroups. She plans for these experiences to help children learn about sharing and taking turns in larger groups. The childminder arranges children's experiences thoughtfully to prepare them with key learning for their future education.

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

- The childminder knows what she wants children to learn. She has a good understanding of the areas of learning and how to sequence children's experiences. For example, the childminder explains that she provides plenty of crafting resources along with mark-making tools. This is to support children to use the small muscles in their hands and develop fine motor skills in preparation for early writing.
- Children receive consistent support for their communication skills. The childminder frequently uses opportunities to provide children with new words. For example, when children are exploring resources, she provides language such as 'circle' and 'pinecone'. Children copy these words confidently. Through practice such as this, children's vocabularies are increased.
- The childminder gathers information about children's stage of learning when they first begin attending. She does this through collaboration with parents to understand what children know and can do. However, where children attend other early years settings, the childminder has not yet established channels of communication to support children's progress collaboratively. This means that a shared approach to children's care and education is not fully embedded or effective.
- Children are busy in their play. The childminder has lots of resources that excite and interest children for short periods. However, the organisation of toys occasionally distracts children or obstructs them from gaining access to the

resources they would like. Furthermore, children get out lots of toys and move between activities quickly. As a result, the childminder's interactions are often disrupted and she does not consistently use these moments to refocus children's attention. This means that, at times, children's positive attitudes to learning are not consistently increased.

- Children begin to learn about key elements of a healthy lifestyle. For example, the childminder supports children to learn about the importance of washing their hands before eating. The childminder also has positive conversations with children about healthy foods and having enough to drink. Children's understanding of personal health is promoted.
- The childminder responds to children's care needs promptly. She notices children's sleep cues and has kind conversations with them about having a rest. Children respond positively. Furthermore, the childminder supports children's hygiene routines sensitively. She asks them about changing their nappies and talks to them throughout. Children's emotional security is promoted well.
- Parent partnerships support children's learning. For example, parents provide feedback that explains their children are happy and settled with the childminder. The childminder works with parents to ensure they are consistently involved in children's experiences and kept informed about her plans for future 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:

- develop partnerships with other settings that children attend to promote a shared approach to their education and care
- reorganise resources to reduce distractions during interactions and refocus children's attention on learning.

Setting details

Unique reference number	EY417907
Local authority	Portsmouth
Inspection number	10408196
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 January 2020

Information about this early years setting

The childminder registered in 2010 and lives in Portsmouth, Hampshire. She works from 9am to 5pm, Tuesday to Friday, all year round. The childminder holds an appropriate early years qualification at level 3 and is registered to receive the government funding for early years education for all eligible children.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of written views provided by parents.

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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