

Childminder report

Inspection date: 13 June 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant are warm, caring and attentive to children's needs. Children show they feel safe and secure in their care. They freely make choices about what to play with and where to play. For example, children enjoy exploring sensory activities outdoors and investigating different colours and sizes indoors. Children are confident and independent. The childminder and her assistant offer children plenty of praise and encouragement. This helps to raise children's self-esteem.

The childminder and her assistant have high expectations for children. They are positive role models, for instance, supporting children to develop social skills and good manners. Children respond positively to the childminder and her assistant. For example, they help to tidy up when asked and show pride in what they achieve. Children behave well and show positive attitudes to all they do.

The childminder has a clear idea of what her curriculum plans for children are. She helps children to gain the skills they need to move on to the next stage in their education. For example, she encourages children to engage in play and to try new things. Children show they are eager learners who are excited and self-motivated as they play.

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

- The childminder and her assistant work closely together to support children's individual learning needs. They know the children well and what they like to do. The childminder and her assistant provide a wide variety of opportunities and experiences that supports children's learning well. For instance, children travel on the bus on outings to see different people and places. This helps them to develop an understanding of the wider world in which they are growing up.
- The childminder and her assistant make effective use of learning opportunities through daily routines. Children learn simple mathematical concepts through meaningful tasks, such as through counting how many plates are needed at snack time.
- The childminder and her assistant understand how to build on what children already know and can do. For instance, older children learn to make patterns. The assistant plans activities to extend children's learning by adding in more complex patterns and challenges. Children show determination and keep on trying. They develop resilience to tasks that they find harder to complete.
- The childminder and her assistant generally support children's developing communication skills well. For example, they repeat what children say so that they can hear words clearly. Occasionally, though, the childminder and her assistant have not considered how to support the youngest children effectively.

For instance, they read stories that are too complex for children to understand, and at times, they have songs playing when they are talking to children. This does not fully support the youngest children's engagement in stories or in taking part in conversations to build on their developing speech and vocabulary as effectively as possible.

- Children are physically active. The childminder and her assistant challenge children, for instance, to jump over the blocks they stack outdoors and to balance carefully. Children show they enjoy these activities and take part enthusiastically. They learn to take turns and to play cooperatively.
- The childminder and her assistant make effective use of training they attend. For instance, they have recently introduced new activities to help children learn about stereotypes and how to challenge them. Children clearly enjoy these activities and are highly engaged in the lively discussions they have with the childminder and her assistant.
- The childminder monitors the quality of her assistant's practice. She offers regular support and guidance to her assistant. This helps to ensure that her assistant understands how to work effectively to care for children and promote their learning.
- The childminder and her assistant build positive partnerships with parents. They regularly share information with parents and offer support and advice. Parents comment how much they enjoy these regular updates and how they 'get to see' what their children are doing. This helps parents to feel informed and included in their children's time with the childminder and her assistant. However, the childminder has yet to establish effective partnerships with local schools, such as to share information to support a coordinated move to school for children.

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:

- enhance support for younger children's communication and language skills so that they make the best possible progress in their speaking
- develop effective partnerships with other providers, including local schools, so that information can be shared to better support children's ongoing learning.

Setting details

Unique reference number	EY423878
Local authority	Portsmouth
Inspection number	10350961
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder registered in 2011 and lives in Portsmouth, Hampshire. She regularly works with an assistant. The childminder operates all year round, from 8am to 5pm, Monday to Thursday. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided indoors and outdoors. The childminder and the inspector discussed how the curriculum has been implemented and the impact this has had on children's learning.
- The inspector talked to the childminder, her assistant and the 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.
- Parents shared their views of the setting 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024