

Childminder report

Inspection date: 22 April 2024

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 welcomes them inside. They separate from their parents with ease, excited to begin their day. Children feel safe and secure. They stay close to the childminder as they settle in. The childminder encourages children to choose what they would like to do. She talks with them about the exciting activities they have been doing at the weekend. Children are confident communicators. They joyfully talk about visiting the local soft plays with their families. Children build strong relationships with their peers and with the childminder.

Children have access to a wide range of resources. They enjoy exploring coloured magnet shapes and construct with them creatively. The childminder talks about the different shapes. She provides children with language to help them identify each one. Children learn how magnets work and experiment to see if they stick to the fridge. Children begin to develop mathematical knowledge appropriate for their age.

The childminder has high expectations for children's behaviour. She consistently reminds them of the importance of being kind. Children learn these skills for themselves as they remind each other to share and take turns. Children develop a good understanding of how to manage their behaviour.

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

- The childminder builds on children's vocabulary. During play, she provides them with language that enhances their activities. When children explore the pretend doctors kit, the childminder tells children what a stethoscope is. Children practise the word and take it in turns to listen to each other hearts. Children develop good communication skills.
- Children enjoy a variety of books. They frequently ask for stories and bring them in from home. The childminder reads with enthusiasm and children listen intently. The childminder builds on this interest by taking children to local libraries. Children develop a love of reading.
- Children begin to manage risk for themselves. For example, they know that only one child can go on the trampoline at a time. They wait patiently and take turns with ease. The childminder uses frequent opportunities to encourage children to build on their independence skills. For example, children begin to put their coats away by themselves and wash their own hands. Children's personal development is supported well.
- The childminder understands the important elements of child development. She provides activities that enable children to develop the small muscles in their hands, ready for early writing. For example, children explore with chalks and

large movements on the outdoor patio. Children excitedly practise letters and draw octopuses. Children have highly positive attitudes to learning.

- The childminder provides enriching experiences that teach children about nature and where food comes from. Children plant, grow and eat the vegetables from their allotment. The childminder teaches children about creatures in the garden. Children use magnifying glasses and count how many snails they can find. Children gain important knowledge that supports them with future learning.
- The childminder uses assessment well to plan for children's learning. When children first come to the setting, she seeks information from parents about what children know and can do. However, where children attend other settings, the childminder does not communicate with them to find out about children's learning experiences. Because of this, professionals cannot work together to support children's progress.
- Children build excellent physical skills. They learn a range of ball skills and techniques in the outdoor play space. Children learn to climb steps to the slide carefully and use large movements as they jump on the trampoline. Children engage in meaningful learning and play.
- Parents explain the different channels of communication the childminder uses to share information. They discuss that they feel well informed about their child's care routines throughout the day. When parents arrive in the morning, the childminder asks questions about the children's weekend and talks about today's activities. 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:

- engage effectively with other settings that children attend to support children's learning experiences.

Setting details

Unique reference number	EY431506
Local authority	Portsmouth
Inspection number	10335839
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	5
Number of children on roll	8
Date of previous inspection	28 June 2018

Information about this early years setting

The childminder registered in 2011 and lives in Portsmouth, Hampshire. She holds early years teacher status. The childminder operates term time only from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two- three- and four-year-old children.

Information about this inspection

Inspector
Nicola Houston

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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