

Childminder report

Inspection date:

6 September 2019

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder's home is safe, warm and welcoming. She provides a range of learning environments and engaging resources, which she ensures are easily accessible to children to support them to make independent choices in their play. The newly refurbished playroom provides a stimulating and sensory environment for children to explore. The introduction of an internal 'chalking wall' supports children with their early writing skills and encourages them to explore their creativity. Overall, children behave well and share good relationships with the childminder and each other. Babies will actively seek the childminder out for cuddles and reassurance if they become unsettled. Younger children express good levels of self-confidence. For instance, they will happily speak with visitors and engage in conversations with them. The childminder encourages children to be independent learners from the outset of their time with her, and actively encourages them to 'have a go' for themselves. She offers praise and encouragement throughout the day, which helps to develop children's personal identity and self-esteem. The childminder is a good role model for children's communication and language skills. She takes key words offered by children and extends their words into meaningful sentences, providing children with a very language-rich play environment.

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

- The childminder forms good partnerships with parents and exchanges regular ideas and care strategies with them to provide a consistent approach to children's care. However, the information obtained from parents from the onset of care is not robust enough to fully inform the childminder on how best to support each child's care, learning and developmental needs, and plan for their next steps in learning.
- The childminder has high expectations for all the children in her care. She is skilled at linking daily activities to children's home experiences. For example, she uses sand and water play to encourage children to recall their recent holiday experiences of playing on the beach. She uses these opportunities to introduce new words such as 'squidgy' and 'sloppy', to describe how the sand feels as it is being manipulated.
- Early mathematical concepts are well supported and woven into everyday activities effectively. For example, the childminder encourages children to count how many stairs there are as they climb them. Questions, such as 'What number comes after seven?', challenge children to recall what has already been learned as they count how many fish can be seen on the shower curtain in the bathroom.
- The childminder instils excitement into children's play. She uses expressive tones to entice children to join in and explore the toys further. For example, when

exploring an interactive walker, she gasps as she asks, 'What does this button do?' before pressing it to make music sound. This encourages babies and younger children to smile and wiggle as the childminder sings along.

- Younger children listen carefully to the childminder and demonstrate immense respect for other living things. For instance, they are very gentle when they approach and pet the childminder's two dogs. The childminder is aware of hygiene routines and ensures children wash their hands after contact with the animals.
- Children benefit from good opportunities to learn about people in their community and the wider world. For instance, the childminder, alongside childminding peers, takes children out to local parks, groups and beaches, which supports their physical and social development by providing them with opportunities to mix in larger groups and move freely in larger spaces.
- The childminder does not use professional development opportunities available to her effectively, in order to enhance her knowledge and skills even further to help support her practice to higher levels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of a range of safeguarding matters. She is aware of signs that could indicate a child is at risk of harm. She is conscious of more complex safeguarding issues that may affect children. She knows to record any relevant information factually and confidentially, and knows where to seek help should she be concerned about a child's welfare. The childminder continually assesses risks within her home. For example, she ensures the animals vaccinations are up to date to help keep the spread of animal infections and diseases to a minimum.

What does the setting need to do to improve?

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

- strengthen the information provided by parents about children's likes, interests and abilities, so they contribute more precisely to their children's starting points from the onset of care
- enhance the programme of professional development to further improve knowledge and skills, and drive the quality of teaching to the highest level.

Setting details

Unique reference number	EY546589
Local authority	Portsmouth
Inspection number	10104925
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in the North End area of Portsmouth, Hampshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, 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

Sarah Denman

Inspection activities

- The childminder, children and inspector completed a learning walk around the childminder's home so that the inspector could gain a better understanding of how the childminder meets the learning needs of the children she cares for.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder and inspector reviewed and evaluated an activity that was undertaken.
- The inspector reviewed relevant documentation and checked evidence of the suitability of household members.
- The inspector held discussions with the childminder and children throughout the inspection and reviewed the written feedback from 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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