

Childminder report

Inspection date:

27 September 2019

Overall effectiveness	Good
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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

Children are happy and settled in the childminder's care. They are self-motivated and curious learners. Children display positive attitudes to learning and keep on trying even if activities are challenging. Children tidy away resources when they have finished playing with them. This shows responsibility and care for their environment. The childminder is a positive role model for children and they behave well.

Children clearly enjoy the childminder's company. They laugh as the childminder acts out stories with small-world figures. However, occasionally, the childminder does not make the most of learning opportunities as children play to support their spoken communication.

Children are confident to share their ideas and resources with visitors to the setting. They seek comfort from the childminder and invite her to share their play. She supports their emotional well-being effectively.

Children have opportunities to learn about the wider world. They regularly visit the allotment and local parks and meet up with other children. This helps them understand about different people and places.

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

- The childminder promotes children's physical well-being effectively. Children enjoy opportunities to be physically active. At the local park, they have space to run energetically and climb in the fresh air. Children learn about the natural environment as they explore. They grow their own vegetables at the allotment, which they eat as part of the nutritious snacks the childminder provides.
- The childminder introduces new words for children to hear as they play. She makes sure they understand the meaning of the words by making links to what children already know. Rectangles are compared to a towel, for example, and the colour yellow is compared to the sun. However, the childminder sometimes does not repeat children's attempts at speech and they do not hear the correct words spoken.
- The childminder knows the children well and what they like to do. She plans activities that engage them and build on what children can already do. Colour sorting and matching activities with the childminder help children to learn the names of different colours and support their early mathematical skills. Children develop skills across all areas of learning, although support for early reading is not always fully effective. The childminder, at times, does not make the most of opportunities that arise as children play to introduce them to letters and the sounds that they represent.

- Children learn about mathematical skills as they play. The childminder introduces children to making patterns with resources effectively. She teaches children about sizes as they explore small and large figures, and they count blocks as they build towers. Children develop a good understanding of numbers and mathematics in a variety of different ways.
- Respectful care is obvious. The childminder asks children to make choices and decisions. Children are confident to ask for help when needed and to invite the childminder to play with them. They meet other children to play with and develop good social skills.
- The childminder builds effective partnerships with parents. They work together to support children to develop their independence skills, such as putting on their own shoes and coats. This helps ensure consistency in children's care and learning.
- The childminder shares ideas with other childminders. She looks for opportunities to develop her skills and understanding in a range of topics to benefit the children who attend her setting. The childminder ensures she keeps her knowledge of any developments in early years current. She aims to provide a high-quality setting for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to promote children's well-being at all times. She attends training to keep her safeguarding knowledge up to date. The childminder knows the procedures to follow if she has any concerns about children's welfare. She keeps her premises clean and secure. The childminder identifies any hazards to children, such as cracked storage boxes, and reduces the risks of injury by removing and swiftly replacing the boxes.

What does the setting need to do to improve?

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

- use opportunities that arise as children play to support them to learn about letters and the sounds they represent, to help them to develop early reading skills
- help children to develop good communication skills and spoken English by consistently supporting them to hear words correctly.

Setting details

Unique reference number	EY394682
Local authority	Portsmouth
Inspection number	10074261
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	4
Number of children on roll	1
Date of previous inspection	11 January 2016

Information about this early years setting

The childminder registered in 2009 and lives in the North End area of Portsmouth, Hampshire. She provides care Monday to Friday, from 7am to 5pm, throughout the year. The childminder receives funding for the provision of free early education for children aged two, three and four years. She holds an appropriate early years qualification at level 2.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- The inspector watched the childminder and children play. She listened to their interactions and spoke to them at appropriate times during the inspection.
- The inspector and the childminder held discussions about observations of children's play and learning.
- The childminder showed the inspector the areas of the house and garden used for children's care.
- The inspector looked at a range of documents, including evidence of suitability checks and children's records.

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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