

Childminder report

Inspection date: 15 October 2019

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 is a naturally bright, bubbly and positive person. She provides a warm and welcoming learning environment. The childminder encourages children to lead their play. She involves children in making decisions. She asks them what activities they would like to take part in, and she respects and values their choices and ideas. Children confidently choose which toys they would like to play with. Young children clearly demonstrate strong bonds with the childminder. For instance, they are excited to see the childminder when they arrive at her home and immediately start to explore their surroundings. Children are happy, settled and confident in her care. They show that they feel safe as they approach her for reassurance. For example, babies gesture they need a cuddle or are tired by leaning into her.

The childminder has high expectations for children's behaviour and promotes a respectful culture. For example, she reminds older children to be mindful of the younger ones as they gently bounce and negotiate their space on the trampoline. Young children listen carefully to the childminder and learn how to care for other living things. For instance, they learn to be very gentle when they approach and pet the childminder's two dogs 'Flo' and 'Kenny'. Children also learn that daily walks and fresh air are good for the dogs' health as well as their own bodies.

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

- The childminder places a strong focus on promoting children's literacy skills from the start. Children enjoy opportunities to share stories, sing favourite songs and engage in thoughtful conversations. All children, including those with special educational needs and/or disabilities, learn to use sign language to support their emerging language skills. Older children benefit from good opportunities to build on their communication and language skills, through a language-rich environment.
- The childminder knows children very well and is sensitive to their individual needs. She works very closely with parents to keep them informed of children's achievements and promote learning at home. However, she has not fully extended information sharing for all children who attend other early years settings, to support children's learning and development needs further.
- The childminder works well with other childminders in the local area. Together they establish and run a singing group and a playgroup. As a result, children enjoy opportunities to mix in larger groups and create meaningful friendships with other children. This supports their social skills and helps them to develop an understanding of their local community.
- The childminder skilful weaves learning about the wider world and early mathematical concepts into everyday activities, such as when looking at the

difference between lions and tigers. During the inspection, the childminder supported children to detect which animals have 'stripes' and which have 'manes'. The childminder then encourages children to separate them into sets and count how many they have in each group.

- The childminder provides children with a good range of activities which support their development and learning. However, on occasion, the childminder does not make the most of these learning opportunities to provide older children with sufficient challenge to help them keep focused on their tasks.
- The childminder acknowledges kind gestures between the children and offers continual praise throughout the day. For instance, children play well together and help each other to find missing parts to their game, such as finding all the candles to fit on the birthday cake. This helps to boost children's self-esteem by recognising that their efforts are meaningful.
- Currently, the childminder's garden is not as inviting and stimulating a learning area as indoors and does not support children fully who prefer to learn outdoors. The childminder identifies that her garden is due for renovation early next year.
- The childminder encourages children to eat well and develops enjoyable ways for this to happen. For example, children ask to use chopsticks at lunchtime instead of using just their fingers. By using the chopsticks, children learn about how Chinese children eat their food, as well as beginning to strengthen their hand muscles. This supports children to learn to hold pencils correctly, ready for when they go to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe and she maintains up-to-date knowledge of safeguarding through regular training. She knows how to identify if a child is at risk of harm, including from extreme views or behaviours. The childminder knows how to report concerns about children to relevant agencies, in order to maintain their welfare.

What does the setting need to do to improve?

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

- enhance further the opportunities for older children to be challenged and to extend their thoughts in their play, to help them focus for longer periods
- develop further the outdoor learning environment to support those children who prefer to learn outside
- ensure communications with other early years settings are effective for all children to ensure consistency in their learning and development.

Setting details

Unique reference number	EY350230
Local authority	Portsmouth
Inspection number	10071831
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 September 2015

Information about this early years setting

The childminder registered in 2007. She lives in the Drayton area of Portsmouth. The childminder operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Denman

Inspection activities

- The inspector viewed the ground-floor areas of the childminder's home used by the children.
- The inspector observed the quality of teaching during activities 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 spoke to the childminder and to the children at appropriate times during the inspection. She also took account of the views of parents from written and verbal feedback.
- The inspector looked at a selection of documents, including evidence of suitability checks carried out on people living at the address, first-aid certificates and appropriate insurances.

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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