

Childminder report

Inspection date: 8 January 2020

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 provides a welcoming, homely environment. She is passionate about the care she provides for the children and families she works with. The childminder has a good understanding of how children learn. She provides them with a wide range of stimulating activities that capture their natural curiosity. Children are motivated to play, learn and investigate. They explore the role-play kitchen, collecting plates and cups. The childminder joins in with children's play, commenting on what they are doing and asking them if they can make her a drink.

Children have strong attachments to the childminder, who is a good role model and is aware of children's individual needs. They show they feel safe and secure, seeking comfort from the childminder when they are upset or tired. Children develop good levels of confidence and self-esteem.

The childminder provides suitable challenge to help children to acquire the skills they will need for when they go to school. Children take an active part in their own self-care, for example, as they wash their hands before mealtimes, and older children independently use the toilet. The childminder has high expectations of children's behaviour. She is warm and kind in her interactions, and encourages children to use good manners at all times. Children learn house rules and understand the importance of being kind to each other and sharing. They receive continuous praise and encouragement from the childminder.

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

- The childminder knows the children in her care well. She finds out what children already know when they start through discussions with parents. The childminder successfully uses her observations and assessments of children to plan activities that support their learning. This helps children to make good progress from their starting points.
- Partnership with parents is good. Written feedback from parents details the high regard they have for the childminder. Parents express they are 'extremely happy' with the care their child receives and say that their children love their time with the childminder. Parents receive regular updates on their children's progress and daily information about activities and care routines.
- The childminder supports children's understanding of the world around them. They go on regular outings to various places. They take the ferry to visit the Isle of Wight, visit the local park, the beach and go swimming. Children attend local toddler groups and regularly meet with other childminders and their children to develop their confidence and social skills.
- Children enjoy playing with toys that capture their interest, such as different building bricks. The childminder encourages children to join the bricks together

to create their own models. However, at times, the childminder does not identify when children's mathematical awareness could be further developed during play.

- The childminder reflects well on children's activities and experiences. She regularly meets with other childminders to discuss ideas for activities and outings for children. However, the childminder does not seek to develop her practice by extending her knowledge through professional development, to raise the quality of teaching further.
- Children's communication skills are well supported. The childminder speaks clearly, introduces new words, asks questions and comments on children's play. Children enjoy sharing books. The childminder talks about the pictures and asks children questions to extend their vocabulary.
- The childminder attends to children's needs effectively. She is quick to recognise when children are hungry, tired, need to use the toilet or need some reassurance. The childminder provides healthy and nutritious, home-cooked meals and snacks for children. She encourages children to make healthy food choices as they help to select and cut up their fruit for snack.
- Children are confident to try new things and eager to learn. For example, after looking at insects in books, children enjoy finding, collecting and taking photographs of bugs at the park. Children's interest is extended further as they use various art and craft resources to create a large mural of the different insects they find.
- The childminder communicates well with other settings and has good links with local schools. She shares important information about children's care and development. This supports a consistent approach to children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her responsibilities associated with keeping children safe. She can confidently identify the signs and symptoms that may indicate a child is at risk of harm. The childminder understands the procedures to follow and who to contact should she have any concerns regarding the welfare of a child. The childminder supervises children as they play and teaches them how to keep themselves safe at home and when on outings. For example, she encourages children to identify hazards and think about road safety. The childminder carries out daily checks on the indoor and outdoor environment to ensure children's safety.

What does the setting need to do to improve?

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

- enhance the use of professional development in order to raise the quality of teaching further

- provide children with further opportunities to develop mathematical skills during play.

Setting details

Unique reference number	EY243475
Local authority	Portsmouth
Inspection number	10071828
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 August 2015

Information about this early years setting

The childminder registered in 2003 and lives in the Copnor area of Portsmouth. She operates all year round from 6.30am to 7pm, Monday to Friday, except for family holidays. The childminder also offers occasional evening, weekend and overnight care. She has a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Bentley

Inspection activities

- The inspector looked at all areas of the premises that are used for childminding.
- A range of documentation was looked at, including safeguarding policies, training certificates and children's records.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- Discussions were held with the childminder about how she organises the provision and the children in her care.
- The inspector took account of the views of parents through written feedback provided.

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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