

Childminder report

Inspection date: 10 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children settle quickly into this calm and nurturing environment. The childminder seeks an abundance of information from parents when children first start. This helps her to quickly meet children's needs and requirements and helps children to build trusting bonds with her. Children are engaged and inquisitive learners. They have access to many exciting resources and activities to help them explore and investigate in their learning. However, the childminder does not always plan for the opportunities of much younger children to help them to be more fully involved. The childminder is a good role model. She has high expectations for children's development, including helping them to learn about boundaries for their behaviour. The childminder provides age-appropriate explanations for much younger children to help them to quickly develop these important skills. Children enjoy many outings in the community to help them to learn about the wider world around them. They attend weekly groups with other children to help them to develop skills to play and share well with others. The childminder ensures that children have daily physical development opportunities. Children go on regular bus journeys and to the local parks to help them to start to manage simple risks in their everyday play and learning. The childminder helps children to develop good levels of independence and self-care skills. For instance, babies are showing a growing ability in feeding themselves.

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

- The childminder has worked well towards the recommendation raised at her last inspection. She securely tracks and monitors the development of children to help her to quickly identify gaps in their progress. This helps the childminder to plan more precisely for children's future learning.
- Partnerships with parents are good. They feel valued and included in their children's achievements and in helping to form the next steps for children's future learning. Parents are very complimentary about the high level of care and attention their children receive from the childminder.
- Children are learning to problem-solve and find solutions in their learning. For example, they investigate how to roll a ball down a ramp and how to repeatedly press buttons to create sounds. The childminder helps children to start to count as they play, to help them to develop an early awareness of using simple mathematics.
- The childminder takes time to plan activities to build on children's sensory experiences. Children enjoy feeling the different textures of pasta and listen to the sounds they create as they drop pasta onto hard surfaces. However, the childminder does not always use suitable materials that support younger children to be more independent in their learning experiences.
- The childminder understands the importance of keeping her statutory training

requirements up to date. She has established good partnerships with other childminders in the area to share ideas and suggestions. This helps the childminder to build on the opportunities she provides for the children in her care. However, the childminder does not take full advantage of a wider range of professional development opportunities to help her to build on her knowledge of all areas of her practice.

- Children are developing a love of stories. They become enthralled in story time with the childminder. Children enjoy looking at different expressions in books to help them to learn about feelings and emotions. The childminder involves children more by using puppets and small characters that they can use to recreate scenes.
- The childminder helps children to develop their communication and language skills. She constantly introduces new words and sounds to younger children to help them to build on the range of words they use. Children show their understanding by following simple instructions when trying to blow bubbles with a wand. The childminder and the children sing action songs together and children show their delight as they clap their hands and move their bodies around.
- Children are inquisitive and curious learners. They are developing increasing concentration skills and persevere in tasks. For example, children watch the childminder intently as she bangs wooden spoons together and attempt to copy the same actions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant in her approach towards safeguarding the children in her care. She is confident in how to identify potential signs and symptoms of abuse and the procedures she would use to report any concerns. This helps to protect the welfare of all children who attend her provision. The childminder uses good risk assessments that she regularly adapts to keep children safe and secure when on outings in the community. The childminder understands the importance of updating her knowledge to ensure she reflects changes to her procedures and the policies she has in place.

What does the setting need to do to improve?

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

- strengthen the planning of activities and resources used, to fully involve much younger children and support their own independent learning experiences
- research additional professional development opportunities, to consistently raise knowledge and understanding to even higher levels.

Setting details

Unique reference number	EY348126
Local authority	Portsmouth
Inspection number	10136493
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	10 March 2016

Information about this early years setting

The childminder registered in 2007 and lives in Copnor, in Portsmouth, Hampshire. She provides care from Monday to Friday, from 7am to 7pm, throughout the year. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector accompanied the childminder on a learning walk around the areas of the home used for the childminding provision. The inspector took into account the written comments from parents.
- A range of documentation was sampled, including suitability checks and qualification certificates.
- The inspector observed the interactions of the childminder and the children and the impact the teaching has on their learning and development.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder discussed her professional development with the inspector and how she evaluates her provision and the current areas identified for improvement.

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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