

# Childminder report

---

Inspection date: 12 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

## What is it like to attend this early years setting?

### The provision is good

The childminder has high expectations for all children who attend her provision. She has good knowledge of each child's characteristics of learning and their unique personalities. The childminder is a good role model who helps children to develop skills to share and work well with others. Children have an increasing understanding of how to manage their own emotions and manage their feelings. The childminder praises children for their efforts, and this helps them to build confidence in their own abilities. Children display strong bonds with the childminder and a sense of belonging. They are supported to make their own choices in their play and learning. For example, all resources are stored to provide children with easy access. The childminder helps children to learn about the differences and similarities in themselves and others. Children play with toys and books that display different cultures and countries from around the world. The childminder works in partnership with families and children who speak English as an additional language. Children make encouraging progress towards building a good range of vocabulary, and they can express their own needs and wants with ease.

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

- The childminder supports children's early awareness of making healthy choices in their diet. They explore with real vegetables at the mud table in the garden and pretend to make soup. The childminder introduces different herbs that the children pull apart to release the aromas. This helps children to use their senses and creativity in their play and learning.
- Children have many opportunities to be physically active and to have regular access to fresh air and exercise. They enjoy daily walks to the woods and to the weekly song group. This also helps children to widen their social interactions with others.
- The childminder uses self-evaluation well to improve all areas of her provision. She values the comments of parents on questionnaires and through daily conversations. Children take part in discussions with the childminder to help her to inform areas for change. The childminder has ambitious plans to further research how to introduce early technology in many exciting ways to build on children's experiences and learning.
- Partnerships with parents are effective. The childminder involves them in the regular assessments she makes of their children's development. Parents play a large part in setting the next steps for children's future learning.
- Children are starting to use simple mathematics in their play and learning. They use puzzles to match patterns and to build train tracks. Children are starting to count and match colours and shapes. However, the childminder does not give children enough time to find their own solutions to problems they encounter in their play.

- The childminder plans well for her own professional development to help her to raise her teaching practice and the opportunities she provides for children. A recent course on language development has helped her to support children's communication skills even further.
- Children are making good progress and are gaining the skills they require for their move on to school. The childminder knows children well and precisely tracks and monitors their development. She uses this information to help her to quickly identify any gaps in children's learning. This ensures that children obtain the help they may require to help them reach their fullest potential.
- The childminder helps children to be imaginative in their learning. For example, they enjoy trying to recreate rainbows with large chalks, and this helps children to build on their small-muscle control and early literacy skills. The childminder makes use of questioning as a technique to extend children's language. However, she does not always do this effectively, and, at these times, children give single word responses and are not encouraged to extend their thinking.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly knowledgeable about how to safeguard the children in her care. She is confident in explaining the areas of abuse and the signs and symptoms to be aware of. The childminder is aware of the procedures she would use to report any concerns for a child's welfare. She regularly updates her understanding of wider safeguarding issues, such as protecting children from extremist views. She uses good risk assessment processes to keep children safe and secure when on outings in the environment.

## What does the setting need to do to improve?

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

- explore more effective ways to support children to express their own thoughts and views in their play and learning
- provide children with more time to find their own solutions to problems they encounter in their play, to build further on their problem-solving skills.

## Setting details

<b>Unique reference number</b>	EY355849
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10136498
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	2 July 2015

## Information about this early years setting

The childminder registered in 2007 and lives in Portsmouth. She provides care all year round, Tuesday to Friday, from 8am to 6pm. The childminder receives funding for the provision of free early education for children aged three and four years. She has a qualification in early years 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 views from parents.
- The childminder discussed with the inspector how she plans for her professional development, how she evaluates her provision and the current areas identified for improvement and change.
- The inspector observed the interaction of the childminder and the children, and the impact the teaching has on children's learning and development. The inspector observed learning in both the indoor and the outdoor environments.
- A range of documentation was sampled, including suitability checks and children's development files.
- 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.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020