

Childminder report

Inspection date: 24 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder has high expectations for the children in her care. Children settle quickly and form trusting and loving bonds with her. The childminder is a good role model who helps children to understand about boundaries for behaviour and her expectations. She supports younger children to quickly develop these skills to help them to learn to play and share with others. As a result, children behave well and are learning to be kind and patient. The childminder encourages children to make their own choices in their play, to build on their changing interests. Children are independent and are starting to use their own developing self-care skills. For example, they help to cut up fruit for snack and are developing an understanding of managing simple risks in their play.

The childminder helps to promote children's communication and language. For example, she repeats and introduces simple words and sounds for younger children. Older children enjoy more-meaningful discussions with the childminder and are given time to express their own views and suggestions. Children are confident and inquisitive learners. They are increasing in their concentration skills and persevere well on tasks. For example, they expertly use scissors to cut around shapes and patterns.

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

- The childminder has worked well towards the recommendation from her last inspection. For example, children are using simple mathematics in their play. They are learning about different positional language as they create structures with coloured bricks and line up toy cars that are the same size.
- Children are making good progress. The childminder monitors their development closely to swiftly identify gaps in their learning. This helps children to receive additional help if required. The childminder plans next steps for children's learning to support their changing interests and abilities. However, the childminder does not consistently provide targeted challenges for the most able children.
- Partnerships with parents are effective. The childminder values the importance of involving parents in all aspects of their child's development and sharing ideas that help children to continue to learn at home. For example, parents comment on the extra time and commitment the childminder displays towards children's future learning by making games and activities for children to take home.
- The childminder plans well for her professional development. She regularly accesses various training courses to help to further support children's learning. For example, the childminder is currently researching ways to help her to plan more effectively for children's language development.
- Children are learning about the wider world and their immediate community

around them. The childminder provides resources and books that reflect different cultures and disabilities, which helps children to start to understand about the differences and similarities between themselves and others. Children enjoy activities that help them to celebrate festivals from different countries.

- The childminder helps children to develop a love of stories and books. Children sit together and listen as stories are read, and enjoy helping to turn pages and pointing to characters and pictures they recognise. Children are starting to use their recall and memory skills as they play with soft toys to recreate their favourite scenes. Children use sensory experiences in their play. For example, they enjoy patting wet sand into shapes to make patterns and using pens to make marks. This helps children to develop simple early literacy skills, and supports their small-muscle development and coordination.
- Children have many opportunities to be physically active and have regular exercise and fresh air. For example, the childminder plans for outdoor experiences, including visits to local parks and a nearby farm. This helps children to become more curious about the wonders of nature. Children have an abundance of resources and toys to use in their play. However, the environment is not organised to provide children with enough space to fully explore and investigate in their learning.
- The childminder prioritises helping children to develop healthy attitudes towards the food they eat and in developing an understanding of making good choices in their diet. For example, children help to choose a variety of fruits on their visits to the supermarket, which they share at snack time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant in protecting the children in her care. She is knowledgeable in how to quickly identify potential signs and symptoms of abuse. The childminder is confident in the procedures she would use to report any concerns about a child's welfare. The childminder has a good range of policies and procedures that she shares with parents to involve them in the responsibility of safeguarding children. The childminder uses risk assessments to help to provide safe and secure environments for children when at her home and on outings outdoors.

What does the setting need to do to improve?

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

- plan challenging experiences for the most able children, to fully support all areas of their learning and increasing abilities
- organise the learning environment, to provide children with enough space to fully explore and investigate in their learning.

Setting details

Unique reference number	EY380375
Local authority	Portsmouth
Inspection number	10136536
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	5
Number of children on roll	11
Date of previous inspection	20 July 2015

Information about this early years setting

The childminder registered in 2008 and lives in Southsea, Hampshire. She operates all year round from 7am to 5.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years 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 account of the written comments from parents.
- A range of documentation was sampled, including evidence of suitability checks, and children's development assessments and progress checks.
- The inspector observed the interaction of the childminder and the children, and assessed 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 and the inspector spoke about her professional development, 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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