

Childminder report

Inspection date: 6 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

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. They benefit from her good understanding of how children learn and how to support this. Children develop a range of skills, which the childminder identifies they need to develop for the next stage in their education. Children are happy and settled in the care of the childminder and her assistants. They readily approach them in the setting for cuddles and comfort, as well as to share their play. Children are confident and access the whole setting as they explore, play and learn. They clearly show that they feel safe and secure in the warm and attentive care they receive.

Children develop good manners and skills, such as turn taking, as they play. The childminder and her assistants are positive role models for children. They teach children the words to use to ask for their friends to share resources. Children happily take turns pushing trolleys and buggies around the garden, laughing with their friends as they play. Children are self-motivated and busy learners. They explore a water activity, share stories and enjoy playing together. Children keep on trying, for example when they try to catch toy fish in the water, and show good levels of engagement as they play.

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

- The childminder and her assistants know the children well. They know what children like to play with and where they need support in their learning to help them make progress. The childminder plans activities to help engage children in their play and to support their learning effectively.
- The childminder and her assistants support children to develop their mathematical skills. They help children to compare, sort and count as they play with sensory materials. The childminder and her assistants change their approach to support or challenge children as they play. For example, they challenge children to count beyond 10 and to order numbers. The childminder and her assistants are sensitive to children's individual learning needs and support these effectively.
- The childminder and her assistants help children to develop good communication skills. They share engaging stories with children and lead active singing sessions. Children clearly enjoy being able to choose what song to sing next and use musical instruments with great enthusiasm. Children learn a good range of vocabulary.
- Children enjoy a variety of activities to support their physical development. Very young children play happily during tummy time and older children enjoy the challenge of climbing up the steps to the slide. They are confident and eager to play and explore. The childminder and her assistants are supportive and encourage children to be active learners.

- The childminder has built positive partnerships with parents. She shares tips and advice to support parents to help their children's learning at home. Parents say their children's learning and development are 'nurtured' and 'gently encouraged' through play. Parents report they are very happy with the care the childminder provides for their children.
- Learning is effective. Children can recall and talk about stories they have shared. They make links to what they know and confidently talk about what they have experienced.
- The setting is generally well organised and the day runs smoothly. Occasionally, the childminder and her assistants do not think how daily routines can impact on children's learning. At times, they disrupt children's play unnecessarily and do not fully consider how they can make routine tasks into learning opportunities. This limits the development of children's independence skills.
- The childminder provides a good range of resources for children to engage with. However, she does not always consider how the youngest children can access toys and resources independently, such as mark-making equipment. At times, children are unable to reach everything they want to play with, which occasionally limits their enjoyment.
- The childminder reflects on her setting and monitors the quality of practice from her assistants. She identifies where they may need support. The childminder is a good role model for her assistants and supports them to develop their knowledge and skills. She has clear plans for the ongoing development of her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has procedures in place to ensure her assistants are suitable to work with children. The childminder and her assistants understand their roles to promote children's well-being at all times. They know the procedures to follow if they have any concerns about children's welfare. The childminder and her assistants attend regular training to keep their knowledge of child protection and wider safeguarding issues current. The childminder knows what to do if there are any allegations made against her, a member of her family or her assistants.

What does the setting need to do to improve?

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

- review the effectiveness of daily routines for supporting children's independence and learning effectively
- consider the accessibility of resources for all children to ensure they can make choices in their play.

Setting details

Unique reference number	EY556489
Local authority	Portsmouth
Inspection number	10175169
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Cosham, Hampshire. The childminder provides care from 7am to 6pm, Monday to Friday, throughout the year. She regularly works with at least one assistant. The childminder receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact this has had on children's learning.
- The inspector took note of views given by parents.
- The childminder showed the inspector documentation to demonstrate the suitability of her assistants.

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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