

# Childminder report

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Inspection date: 13 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</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

Children are incredibly happy, confident and independent. They receive exceptional levels of care during their time with the childminder. Children form deep and respectful relationships. They demonstrate high levels of emotional intelligence as they work together to solve problems. For example, during tidy up time, children share their ideas and discover what they can achieve if they work together. Children work in harmony, offering each other support as they go. For instance, they recognise when a box is too heavy for one child. They instantly share the load and finish the job together.

Children are gaining a strong sense of self as they absorb powerful messages about what makes them unique. For example, children discuss images that challenge stereotypes and promote diversity. This helps them learn that their possibilities are limitless and that they are part of a wider world.

Children display excellent attitudes towards their learning. They benefit from a wide range of activities and resources which stimulate their curiosity. For example, children use their senses as they explore different scented play dough. They take turns to guess which flower the scent belongs to. They add real flowers and 'sprinkles' to the play dough and investigate textures and shape. The rich curriculum enables children to make good progress in all areas of learning.

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

- The childminder knows children very well. She frequently asks questions to test what they already know before building on their knowledge further. For example, the childminder discusses a previous 'growing' activity with the children. She uses photos as prompts to encourage memory recall, assessing whether they remember prior learning. This helps ensure knowledge is secure. However, on occasions, the quality of interactions can vary. For instance, while children are exploring soil in the garden, the childminder overloads children with questions. This interrupts their exploration and potential learning. This means children do not consistently experience interactions of the highest quality, at all times.
- Children behave with great maturity. They thrive in each other's company and regularly invite each other into their play. They share, take turns and are responsive to one another's feelings. The childminder provides unlimited opportunities to build children's negotiation skills and resilience. For instance, she purposefully provides less resources for the number of children present. As a result, children learn to communicate their desires and manage conflict with ease.
- The childminder supports children's language and comprehension well. She

exposes children to a wide range of new vocabulary. For example, while playing with scented dough and flowers in the tuff tray, they use words such as 'stems', 'soil' and 'sticky'. Children try out the word 'spatula', as the childminder explains its use and provides context. The childminder models language at every opportunity. As a result, children commentate their own play, practising the language they have learned. For example, they narrate 'roll it out, roll it out', as they use rolling pins.

- Children sit for extended periods of time, listening and contributing to stories. They independently reflect on how the characters are feeling by their expressions. The childminder recaps the story simply after each page. This helps children gain a wider understanding of the story's context. They use their imaginations built on stories they have read. For instance, children describe what it would be like at the top of their own beanstalks.
- Children have excellent opportunities to keep their bodies healthy. For example, children spend lots of time in the fresh air, walking to local attractions, such as the beach and local rose gardens. They discuss what plants need to grow and relate this to what their bodies need. For instance, they explore what might happen if they do not drink enough. Children are gaining a deep understanding of why healthy lifestyles are important.
- The childminder evaluates her practice well. She identifies potential gaps in her knowledge and addresses these swiftly. For example, she has recently completed child mental health training to support children in her care. She embeds strategies learned, which enriches children's emotional development.
- The childminder works seamlessly with parents and professionals. She maintains good relationships with providers that share care of children. This ensures a consistent approach for children who attend dual settings. Parents speak highly about the care and learning their children receive while in the childminder's care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of local safeguarding partnership procedures. She demonstrates clear knowledge of the signs and symptoms of potential abuse and action to take should she have a child welfare concern. She uses effective risk assessments to identify and minimise potential risk to children. The childminder provides a safe and secure environment where children flourish.

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

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

- improve the consistency of quality interactions, particularly during outdoor play, to support children to reach their fullest potential.

## Setting details

<b>Unique reference number</b>	EY439117
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10136712
<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 at time of inspection</b>	2 to 11
<b>Total number of places</b>	4
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	24 September 2015

## Information about this early years setting

The childminder registered in 2011. She lives in Southsea, Hampshire. The childminder provides care Monday to Friday, from 7.45am to 6pm, for most of the year. The childminder receives funding for the provision of free early education for children aged two, three and four years. She holds qualified teacher status.

## Information about this inspection

### Inspector

Paula Sissons

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- Observations were carried out by the inspector of the childminder interacting and communicating with the children.
- A sample of documentation was reviewed, including required qualification certificates and suitability checks on household members.
- The inspector spoke to children and the childminder at convenient times and reviewed written feedback from parents.

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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