

Childminder report

Inspection date:

23 September 2022

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 happily explore in this friendly and welcoming environment. They demonstrate that they feel happy, safe and secure in the childminder's care. For example, they involve the childminder in their play and laugh as she joins in with them, making 'ice creams' in the outside area. Children use plastic tubes to blow bubbles in water, smiling as they do so.

Children listen attentively to the childminder and enjoy stories and songs. They are self-motivated and active learners. They enjoy the outdoor learning environment and have many opportunities to learn about the wider world. Children visit local parks, soft play and music groups. The childminder has high expectations for all children. They generally behave well and play cooperatively with their friends. Children smile as they hold sand above their head and let it fall down like 'rain'. The childminder laughs and sings a song about wanting rain to go away, and children laugh along with her.

Children play with a range of resources that are aimed at their stage of development. For example, younger children play with treasure baskets. These help children learn about different textures as they explore different objects, such as wooden rings.

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

- The childminder has high expectations for all children, and plans learning from what children already know. She recognises when children need extra support and shares this information with parents. Children benefit from targeted interventions. The childminder accesses further support from outside agencies to help close gaps in their learning.
- The childminder seeks lots of information about children's care and learning needs, using this to tailor the routine to suit children's needs. The childminder identifies next steps in children's learning and strategies to help develop these. These next steps in learning are shared with parents. Parents are actively involved in their children's learning, and the childminder provides them with examples of activities to participate in at home.
- Children enjoy imaginative play. They make a pretend cup of 'tea' and offer a cup to the childminder. They show concentration and good coordination while doing so. The childminder encourages mathematical concepts, such as comparing who has more tea in their cup. A child delights in having more by holding up the cup and exclaiming 'me!'
- The childminder supports children's social skills effectively. Older children are positive role models to younger children and the childminder teaches all children to respect each other. Children learn to play and cooperate effectively with

children of all ages.

- The childminder offers healthy food options at snack time. She holds discussions with parents regarding allergies so children are not given foods that would make them unwell. Children's well-being is further supported by plenty of opportunity to play outside. For example, children explore in the garden and splash in the water tray as they make bubbles.
- The childminder uses self-reflection effectively to make changes that benefit all children in her care. She uses a variety of training and networking opportunities to consistently develop her skills.
- Children's independence is well supported as children make choices about whether to play inside or outside. They are aware of the need to put on their shoes to go outside, and attempt to put them on with minimal adult support. They assist the childminder to dry outdoor toys in order to play with them inside.
- Parents comment that their children 'love the childminder'. They talk highly of the good communication between themselves and the childminder, and call her, 'our oracle'. The childminder supports parents with all aspects of their children's care, such as giving advice on potty training. This is very well received by parents. They talk about the caring and nurturing environment, and recall how children ask to go and visit the childminder on the weekend.
- The childminder models new language to children, but this is not always consistent. Some interactions do not always have a positive impact on children's communication and language skills. For example, the childminder asks questions quickly without giving children time to process and respond.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge up to date with regular child protection updates and training. She has a good understanding of how to keep children safe from harm. This includes various safeguarding matters, such as the risk of being exposed to extremist views and behaviours. The childminder recognises how to identify these children who may be at risk of harm and is confident where to report any concerns. Risk assessments are effective. For example, the childminder ensures the garden is a safe and secure environment for the children before they go outside. This has a positive impact on the children's safety and well-being.

What does the setting need to do to improve?

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

- strengthen the teaching support for children who are identified as below expected levels in speaking so it is more consistent.

Setting details

Unique reference number	EY331764
Local authority	Portsmouth
Inspection number	10136463
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	31 March 2016

Information about this early years setting

The childminder registered in 2006. She lives in Southsea, Hampshire. The childminder provides care from Monday to Friday, 7.15am to 5.15pm, term time only. She holds a relevant level 3 qualification in childcare.

Information about this inspection

Inspector

Clare Leake

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 childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on the children's learning.
- Parents shared their written and verbal views of the childminder's provision with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder to work with children.

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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