

Childminder report

Inspection date: 14 November 2022

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

The provision is good

The children come 'bouncing' through the door to a safe and secure environment. The childminder provides a 'home away from home' with a nurturing environment. The children confidently wave their parents off and go running in to play with a range of activities supporting their interests and stages of development. The children ask for certain resources to play with, which the childminder provides and uses to extend their development further, such as play dough which they then use to make animal footprints in.

The children communicate freely with the childminder and each other. They play alongside each other and engage in the same activities. The children have good manners as they take turns and share the resources between each other. For example, children ask for more play dough and share it out between themselves.

The children are happy and excited to be at the setting. They visit local parks, beaches and playgroups using public transport. The childminder has high expectations for all children and is preparing them for the next stage of their development. For instance, she helps prepare children for school by encouraging them to dress independently, identify familiar sounds and count objects.

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

- The childminder has clear intentions of what she wants the children to learn. This involves being confident, independent and caring towards the other children. The childminder consistently meets children's care and well-being needs, with regards to eating, drinking, their sleep needs and toileting. The childminder knows the children and their families well. She knows where children are in their development. The childminder does a range of different activities and splits herself between the children to achieve the best outcomes for them. The childminder differentiates activities well to suit all abilities. For example, a counting activity was also allowing the younger children opportunities to identify colours and extend their fine motor skills.
- The childminder is consistently extending the children's prior knowledge through discussions and questioning. She challenges the children by giving them the tools to achieve. For instance, the childminder was using a pointer to indicate different letters on a poster that children then sounded out, starting with familiar ones and then making them harder. The childminder used the other children and objects to help the children achieve the correct sound. However, at times, she did not sound out or pronounce the letters in a correct way for children to hear and repeat. She identifies that this area of teaching is an area to update her knowledge in to support the children further, such as with school readiness.
- The children have a positive attitude towards their learning. They always want to

contribute and enjoy the activities the childminder sets up for them. The childminder keeps the children very active. For example, during story time, she got the children to act out and finish parts of the story. This allowed them to be more involved and increased their attention. The children follow the rules set out for them. For instance, when the children were asked to tidy up, they did so without fuss, working together before the timer ran out.

- The parents are very impressed with the childminder, with some families using her for the past six years with caring for siblings. Parents are thrilled that she provides a great range of different opportunities and the children learn about different celebrations. Parents also said how impressed they were with the amount of progress their children make in their academic skills.
- The childminder has experience of caring for children with special educational needs and/or disabilities. She shares how, previously, she supported a child with cerebral palsy. The parents record how the childminder adapted her environment to enable their child to enjoy the adventures that the other children experienced. The childminder helps children understand about what makes each other unique, including about disabilities. For example, she discusses with children the characteristics of the characters in the story, including their disabilities.
- Every child has a learning journal with photos and observations of their time with the childminder; this shows areas of learning that the children have achieved. The childminder also does assessments on children aged between two and three years, which she shares with parents. The childminder has contact numbers available for reporting any concerns or changes to Ofsted. However, she has not notified Ofsted of all changes to her household, such as adults leaving. Although this has no impact on children's safety, her knowledge is not secure on all aspects that need to be reported.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has extensive knowledge on safeguarding and knows what to do if she has any concerns. She has contact numbers available for helplines, including for the local authority and Ofsted. These are also visible for parents to see to enable them to report concerns if needed. The childminder also has an incident book where she notes any details regarding safeguarding. The childminder risk assesses her local area and only takes children to those areas she deems safe for them to use. The childminder can identify signs of abuse and is willing to challenge parents when necessary or take the appropriate action to ensure the children are safe. She is aware of wider aspects of child protection and safeguarding that may impact the children she cares for or their older siblings, such as signs regarding radicalisation, honour-based violence and county lines.

What does the setting need to do to improve?

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

- increase knowledge further on when to update personal circumstances with Ofsted, even if they do not impact the safety of the children
- focus ongoing training and professional development precisely on enhancing teaching skills to the highest possible level.

Setting details

Unique reference number	143153
Local authority	Portsmouth
Inspection number	10228267
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	1 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 February 2017

Information about this early years setting

The childminder registered in 1995. She lives in Portsmouth, Hampshire. The childminder provides care for children on Monday to Thursday, from 9am to 5.30pm, all year round. She receives funding to provide free early education to children aged three and four years.

Information about this inspection

Inspector

Harriet Povey

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and the childminder carried out a joint observation.
- The inspector received feedback from parents about the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector had discussions with the childminder to ensure she meets safeguarding and welfare requirements.

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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