

Childminder report

Inspection date:

6 December 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children delight in a range of art activities. They make choices about the different materials they use and work well together to share the resources. Children take pride in their achievements. They eagerly call the childminder over to show her their finished artwork.

Children persevere when they struggle. When a child's painting falls apart, they try again to recreate their picture. The childminder supports them to identify what they could do better next time, such as using more glue. Children accept and understand her encouraging feedback. As such, they learn to become reflective learners.

The childminder offers trips to fascinating locations in the local area. For example, children discover new creatures at natural history museums, ride in open-top buses, explore their local churchyard and investigate the beach. These experiences develop their sense of discovery and adventure about the wider world and their local communities.

Children are confident talkers. They develop positive attachments with the childminder and they eagerly make suggestions of songs they like to sing. They share their memories of recent trips. They talk to their parents about what they have learned with the childminder. For instance, a child was able to identify sap on a tree when going for a walk with their parents. Children are showing the skills to start and maintain interesting conversations. This supports them to thrive in social situations.

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

- The childminder provides targeted support when children find things challenging. When children show reluctance to join in with an activity, the childminder gives gentle reassurance, without insisting they participate. Her excellent knowledge of the children means she can use effective strategies to support their behaviour. As a result, all children engage in positive learning experiences.
- The childminder provides children with frequent opportunities to develop their understanding of mathematical language. She talks about 'halves' and 'quarters' when cutting fruit. She incorporates counting into singing and reading. She examines shapes through art. In addition, she emphasises the language of position and movement, such as 'on', 'up' and 'in' when helping children dress. This means children have an understanding of how shape, size, quantity and position apply in everyday life. Some parents report that their children use this emerging vocabulary for the first time at home.
- The childminder reads stories with intrigue, fully engaging children in the text.

She frequently draws links between objects in the books and the environment around her. For instance, when discussing what a monkey likes to eat in the book 'Dear Zoo', she asks the children whether they like bananas and if they can find any in the home. These links enable children to apply their own experiences to the situations and characters in stories. This further embeds their language learning.

- The childminder plans a broad and varied curriculum that offers learning through a range of life experiences. Activities are engaging and sustain the interest of the children. However, on occasion, the childminder has not thought in detail about how learning outcomes in some tasks might be achieved. As a result, in some activities, the childminder does not always maintain a focus on the teaching of certain targeted skills.
- Parents are very positive about the childminder's practice. They report that their children have made progress, particularly with communication and language, mathematical knowledge and social skills. Parents praise her flexibility and communication. In particular, they value the learning journals the childminder creates to show their child's achievements and progress.
- The childminder works extremely effectively with specialist agencies to improve outcomes for disadvantaged children. This is helping children to make very good progress from their starting points. In addition, the childminder has established effective working relationships with schools to pass on information about children's progress. This supports children in their transition to Reception Year and enables schools to build on what children already know.
- Children with English as an additional language are particularly well supported. The childminder has devised individual ways of communicating with children who speak and understand very little English. These include supportive hand gestures and facial expressions that are more easily understood. Consequently, children with English as an additional language thrive in her setting and develop confidence in their communication.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children from harm. She knows the correct procedures to follow should she have concerns about a child. She has a good knowledge of the 'Prevent' duty and her responsibilities to identify children at risk of radicalisation. She understands the signs that might indicate girls are at risk of female genital mutilation. During trips, she makes effective ongoing risk assessments and is able to act quickly to reduce any potential dangers. This helps to ensure children are continually safeguarded in new locations outside of the home. She has secure fire evacuation procedures in place at her home.

What does the setting need to do to improve?

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

- fully consider the learning outcomes of activities when teaching specific skills, to build on what children know and can do.

Setting details

Unique reference number	143242
Local authority	Portsmouth
Inspection number	10228268
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 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	7 December 2016

Information about this early years setting

The childminder registered in 1989. She lives in Southsea, Hampshire. The childminder offers her service each weekday, all year round. She is able to accept funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

David Watkins

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 observed the quality of teaching during activities. He assessed the impact this had on the children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Children spoke with the inspector during the inspection.
- The inspector spoke with the childminder about her understanding of safeguarding.

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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