

Childminder report

Inspection date: 16 January 2023

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

Children are happy and comfortable in the childminder's care. They develop positive relationships with the childminder and each other. Children confidently approach the childminder to talk or for a cuddle when they need a little reassurance. They benefit from regular outings, including to toddler, outdoor and music groups. This supports their social skills effectively as they learn to interact with other children and adults.

Children develop their independence effectively. For instance, they fetch their own drinks when they feel thirsty and choose different toys to play with. Children learn about the expectations of behaviour. They develop understanding about respecting others and using good manners. Children receive consistent praise and encouragement from the childminder. This promotes their self-esteem and sense of achievement well.

The childminder's curriculum has clear learning intentions of the skills and knowledge she wants children to gain. She mainly supports children's learning effectively. Children maintain their focus and engagement securely. They develop good listening skills, such as when reading and discussing a book with the childminder. Children learn to count and begin to put numbers in order. In addition, they develop physical skills, including coordination and control when using items, such as knives, to cut up banana to eat for their snack.

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

- The childminder has a good understanding of what she wants children to learn as individuals. She completes effective assessments, including progress checks for two-year-olds. As a result, she has a secure knowledge of children's progress and identifies any gaps in their learning. The childminder offers good support to help close any gaps in children's learning. She understands the steps to take if there are concerns that a child may need extra help in their development. This includes seeking advice and support from other professionals if needed.
- The childminder offers children choices and provides positive encouragement to support their participation and cooperation in the daily routines and activities. She skilfully introduces learning during children's daily routines and activities. For example, she introduces positional language, such as 'front' and 'back' when children put clothing on.
- The childminder supports children's developing communication and language skills effectively. She talks to the children about what they are doing and regularly reads books with them. When reading books to the children, the childminder pauses regularly. This enables children to contribute their knowledge of the story and make observations of the pictures. Occasionally, the

childminder does not extend discussions as well as possible, to help children gain even more knowledge and understanding.

- Children follow good hygiene measures, including washing their hands before eating. The childminder gives children time to do things for themselves and this also helps them to learn how to manage risks. At times, the childminder does not fully extend children's developing awareness of safety and self-care practices, such as covering their mouths when coughing. For example, during the inspection, the childminder said to the children that putting the toy garage in the doorway was not safe, although did not explain why. This means that children do not always learn about the reasons why something is not safe.
- The childminder has implemented ideas from training to develop her resources, including replacing plastic toys with natural resources. This helps to promote children's imagination and creativity. Children enjoy sensory play experiences, such as exploring with kinetic sand. They explored the smell of this and played imaginatively with it, pretending to make cakes. Children helped to tidy up afterwards, taking turns using a handheld vacuum cleaner. This promotes their sense of responsibility as well as their understanding of using technology.
- Parents' feedback reflects that they think highly of the childminder. They praise the service she provides and the range of activities and experiences their children receive. Parents highlight the support the childminder provides to them and the joint approach to the care of their children. They receive regular feedback about children's time and development, which promotes continuity of their care and learning. Parents of children who are now at school, comment positively about how well their children were prepared for this move. The childminder knows and understands the importance of partnership working with other settings, should a child attend one.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of different safeguarding matters. She knows how to recognise indicators that may mean children's welfare is at risk. The childminder securely understands how to manage any concerns should they arise about children or adults. This includes making referrals to outside agencies. The childminder knows when she might notify Ofsted of information, such as in the event of an allegation being raised against her or a household member. The childminder's premises are kept secure. She uses relevant safety equipment to minimise risks to children. The childminder supports children's awareness of how to stay safe, such as reminding them to walk indoors.

What does the setting need to do to improve?

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

- build on children's further understanding of their own safety and how to support their self-care, to help extend their developing personal skills
- reflect on teaching to identify and enhance the already good quality interactions, to help children gain more knowledge and understanding, such as during discussions.

Setting details

Unique reference number	EY357062
Local authority	Portsmouth
Inspection number	10263202
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	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	24 April 2017

Information about this early years setting

The childminder registered in 2007. She lives in Southsea, Portsmouth. The childminder provides care for children Monday to Friday during term time only. She holds a level 3 early years qualification relevant to childminding.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- This was the first routine inspection the provider 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.
- Parents provided written feedback to the inspector about the childminder's service and their experiences of this.
- The inspector observed the childminder's interactions with children, children's routines and activities, and considered the impact of these on their learning and development.
- Children chatted and interacted with the inspector during the inspection.
- The childminder and inspector discussed her curriculum learning intentions, children's development and progress, and reviewed an activity together and the impact this had on children's learning.
- A sample of relevant documents were reviewed during the inspection, including evidence of the childminder's first-aid qualification.
- Discussions were held with the childminder at appropriate times during the inspection, including her knowledge and understanding of safeguarding and a review of the childminder's and her household member's ongoing suitability.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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