

# Childminder report

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Inspection date: 27 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 develop close bonds with this warm and friendly childminder. They enjoy her kind and caring nature and have their needs met quickly and efficiently. Children are highly cared for and enjoy a reassuring cuddle when they need one. They are encouraged to be independent and are praised positively when they achieve tasks on their own, such as putting on their shoes to go out into the garden to play.

The childminder wants all children to achieve well. She plans a curriculum that meets their needs and supports their learning effectively. Children really enjoy their learning and progress well. Children thoroughly enjoy the range of sensory opportunities available. They beam with delight as they chase bubbles and manage to catch them on their boots. They use the trays and wands to make their own bubbles and learn new words, such as 'sticky' and 'slimy', as they explore the mixture. They learn that some bubbles are big, and some are small.

Children display a strong sense of self. They are confident and happy here. They enjoy playing with their friends and sharing toys together. Children find what they need and ask for help when required. Children learn to keep safe, such as when water is on the floor. They learn to mop it up and to look after each other so they do not slip.

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

- The childminder has a clear, inclusive vision. She ensures that children are fully supported to access their learning. She is passionate about providing children with opportunities to broaden their learning. For example, children enjoy weekly bus journeys to visit lots of local groups and attractions, including the local aquarium.
- Children are provided with sensory opportunities that ignite their wonder and they want to explore. However, the childminder does not always give children enough time to fully explore and develop ideas before moving on to another activity quickly. For example, children are engaged in playing with water and pipettes, but this is quickly moved away. As a result, children miss the opportunity to extend their ideas.
- The childminder positively promotes communication and language development. Children develop new words and language through songs, rhymes and stories they enjoy. They all sit together for story time and learn new words that link to their current play. For example, they learn words such as dumper truck, bumps, digger and wheels from a story. They later use these words while playing with the trucks.
- The childminder positively reflects on her practice. She recognises when

activities can be improved. She has clear plans to build on her environment and garden to positively impact her provision. She completes training regularly to update and develop her knowledge.

- Children feel happy and safe. They treat each other with kindness and respect. They behave well and learn how to be safe as they play. They learn to wash their hands and how to keep clean and healthy. Children express their needs confidently and learn about managing their emotions when they need help.
- Children enjoy healthy snacks. They sit together and learn how to independently cut their food. They are warmly praised, and they shine with pride as they complete the task themselves. Children with special educational needs and/or disabilities (SEND) are supported with inclusive equipment to promote independence.
- Parents report they are happy with the care their children receive. Parents praise the childminder's inclusive approach. They comment on how the childminder has learned their language to support the children to speak two languages in the provision. They enjoy receiving regular information about their children's progress. The childminder successfully supports parents to continue the learning at home through regular conversations and feedback.
- Children with SEND are highly supported. The childminder works positively with parents and multi-agency professionals to support children to make the best possible progress. She successfully ensures equipment is in place to support children to be included and safe in the provision. The childminder regularly completes training and improves her knowledge to continue supporting children well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular risk assessments of the environment to ensure that it is safe. Outings are prepared and planned for. The childminder follows clear procedures to keep children safe on outings. For example, children wear high visibility jackets and have clear rules to follow. The childminder can effectively spot the signs to identify if a child may be at risk of harm. The childminder has a clear safeguarding policy in place. She knows who to contact and has procedures to follow in an event she has concerns. She knows who to contact if she has any concerns about another adult's suitability.

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

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

- ensure that children are given time to fully explore during their play to develop their ideas further.

## Setting details

<b>Unique reference number</b>	EY379387
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10280076
<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>	1 to 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	9 August 2017

## Information about this early years setting

The childminder registered in 2009. She lives in Southsea, Hampshire. The childminder holds a recognised early years qualification at level 3. She receives funding to provide free early education for children aged three years.

## Information about this inspection

### Inspector

Elizabeth Austin

### 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 setting.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder and inspector completed a learning walk and talked about the childminder's intention for children's learning.
- Parents shared their views of the setting.
- The inspector looked at relevant documentation.
- The inspector observed interactions between the childminder and 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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Piccadilly Gate  
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Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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