

Childminder report

Inspection date:

27 September 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder has not ensured that all people aged 16 years or older living in her home, from which childminding is provided, are known to Ofsted. Due to this, the suitability of people living in the home has not been checked and children's safety has been compromised.

Despite this, the childminder knows the children in her care well and her nurturing approach helps children feel happy, settled and secure. She focuses on children's interests and, overall, children enjoy the freedom to make choices and lead their own play. However, there are times where children lose interest and become distracted because they do not know what to do next and the environment is not sufficiently stimulating. This affects their engagement and motivation to take part in meaningful play and learning.

The childminder spends a great deal of time interacting with children, who enjoy her company and actively include her in their play. She focuses on children's language and literacy development and supports children's progress well in these areas. However, the childminder does not have high enough expectations of children and this has an impact on their opportunities to think, solve problems and answer questions.

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

- The childminder has not ensured that all adults living in her home are suitable to be on the premises where children are cared for. Required checks, such as obtaining enhanced criminal records checks and barred list checks, have not been completed. Therefore, she cannot ensure children's safety and the implications are potentially significant.
- The childminder knows children's development well and talks confidently about the progress they have made. She plans for what children need to learn next and organises her curriculum around linking these next steps with children's interests. However, during the inspection, she did not set out any activities or resources for children and the environment did not effectively meet their needs. Due to this, when the childminder was not interacting with children directly, they showed signs of boredom and did not engage well in their learning.
- The childminder is keen to improve her knowledge and practice and spends time researching new ideas to help broaden children's experiences. From this, she has recently made her own prop bags for children to use to help them count along during familiar nursery rhymes.
- The childminder is a positive role model for children and sensitively reminds them how they should behave. She praises and rewards good behaviour and children learn to listen to her instructions and follow her values. They are

sociable, confident and enjoy sharing their experiences with her.

- At times, the childminder uses her interactions with children well to guide their play and learning. For example, she showed children how they could use a tape measure to measure different things, such as their shoes. However, too often she fails to support children's learning effectively. For instance, after showing children how to use the tape measure, the childminder continued to take control and did not let them use their new knowledge to try this for themselves. Also, when asking children questions, she regularly gives them the answers far too quickly for them to have a chance to think and respond. This means that children are not consistently challenged and do not have enough opportunities to develop their critical thinking skills. They are not being supported to reach their full potential in readiness for school.
- The childminder makes effective use of stories to support children's language development and love of books. During the inspection, children eagerly chose book after book for the childminder to read and listened intently, showing a keen interest. They enjoyed counting objects from the pictures and learning new words, such as 'tentacle' as they read about an octopus.
- Partnerships with parents are positive. The childminder regularly shares information about what children are enjoying and learning and gives parents advice to support further learning at home. For example, she recently gave parents a 'summer bucket list' with an exciting range of experiences to complete with children over the holidays. Children particularly enjoyed making daisy chains and collecting shells.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder is in breach of the welfare requirements and has not fulfilled her role to ensure the suitability of all people living in the home where children are cared for. Due to this, children's safety has been put at risk. Despite this, the childminder has kept her safeguarding knowledge up to date. She knows the signs that children may be suffering from abuse, including neglect and extremism. She understands the need to report any such concerns and has clear procedures to do so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure all adults living on the premises used for childminding are known to Ofsted and all required checks, such as obtaining enhanced criminal records checks and barred list checks, have been completed	14/10/2019
ensure the environment meets the needs of the children effectively and children are consistently engaged in meaningful play and learning to support their good progress.	30/10/2019

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

- improve practice to ensure children are consistently challenged in their learning, including the use of effective questioning to give children the time they need to think and respond with their answers.

Setting details

Unique reference number	EY458736
Local authority	Hampshire
Inspection number	10075380
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	18 April 2016

Information about this early years setting

The childminder registered in 2013 and lives in Waterlooville, Hampshire. She is available to provide care for children between 8am and 5pm on Monday to Friday, for 50 weeks of the year.

Information about this inspection

Inspector
Ben Parsons

Inspection activities

- The inspector was given a tour of the premises by the childminder and carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and personal development.
- The inspector viewed a sample of documentation, including safeguarding policies and procedures, suitability checks and children's records.
- The inspector discussed with the childminder how she evaluates her provision to bring about improvements and assessed her knowledge of the children's development.

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

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