

Childminder report

Inspection date:

6 January 2020

| Overall effectiveness | Requires improvement |
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| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Requires improvement |
| Leadership and management | Requires improvement |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision requires improvement

The childminder is caring, kind and warm, and has positive attachments and relationships with the children who attend. Children are settled, happy and have enjoyable learning experiences in the well-thought-out and interesting environment.

Children are encouraged to be independent from an early age. This is because the childminder has high expectations of what children are capable of. For example, even the youngest of children are able to competently feed themselves with the healthy and nutritious food provided. Children also know where to hang their coats and put their shoes, and the importance of washing their hands before mealtimes. Children behave very well. This is because they know what is expected of them. As a result, children are kind, considerate and respectful of one another. They are given opportunities to follow their own interests and ideas as they play.

The childminder is skilled in adapting the children's play to meet and further enhance their learning needs. For instance, to further encourage children who have started to crawl, the childminder tests out what objects they are most interested in. When she identified that the love of a balloon was most exciting, she placed it out of reach to encourage children to crawl towards it. Children responded to this excitedly as they instinctively crawled after it. The childminder makes activities challenging, enjoyable and interesting. This supports children to be ready for what they need to learn next.

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

- The childminder does not have an in-depth knowledge of safeguarding in the wider context. However, her knowledge of the main categories of abuse and neglect, along with how well she knows the children, means she is equipped to identify when something may be awry. Therefore, although this weakness is a breach of the statutory requirements, children's safety and well-being are not compromised.
- The childminder interacts meaningfully and positively with children. However, this is not always consistent when the childminder is undertaking care routines with children. This because they are typically managed in a functional way and opportunities to engage and interact with children during these times are not fully utilised by the childminder.
- Children make progress as soon as they start with the childminder due to the clear, flexible and positive settling-in arrangements she has in place. The childminder works closely with parents to tailor the needs of children and their family as children are gradually introduced into the setting. This enables a smooth transition for children to settle well when they first start.

- Positive partnerships with parents, and other settings children attend, support children to have continuity in their learning experiences. The childminder fully supports children through their transitional stages. For example, she introduced a 'big sister academy' when she learned that some of the children were going to become big sisters. The childminder set up 'training' so children could learn how to feed, bathe, cuddle and dress their 'babies'. Children had a tick sheet of tasks they would learn about and received a graduation certificate once they had successfully completed the 'course'. Parents praised the childminder for this.
- The childminder has a secure knowledge of how children learn and provides an enriching environment which successfully incorporates the seven areas of learning. This encourages children to be competent and eager learners.
- The childminder uses what she already knows about children and what they can do to further enhance their learning. She evaluates her practice and activities that children are provided with. The childminder can identify when an activity is not challenging enough for children and has the skills and knowledge to further enhance it to meet the learning needs of children. For example, when introducing a new story to the children, it became clear this was already a well-known story to them. This meant that the matching pictures, which the childminder had replicated and provided, did not provide a challenging task for the children. The childminder demonstrated that she could have used the pictures for children to tell and act out the story themselves without the aid of the book. The childminder identified that she could have encouraged children to use their imagination, think critically, converse and listen to one another if she has asked them to retell the story from the pictures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an understanding of the main areas of abuse and neglect and knows what action to take if she has safeguarding concerns about children. Although the childminder has kept her safeguarding training updated, her knowledge and understanding of safeguarding in the wider context could be more robust. This is a breach of the statutory requirements but it does not compromise children's safety as the childminder knows children well and has a general understanding of the main indicators of abuse. The childminder keeps the premises and learning environment safe and secure.

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:

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| | Due date |
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| strengthen knowledge and understanding of the wider aspects of safeguarding. | 31/01/2020 |
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To further improve the quality of the early years provision, the provider should:

- make full use of every opportunity to engage and interact with children in a meaningful way, particularly during care practices and routines.

Setting details

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| Unique reference number | EY547070 |
| Local authority | Hampshire |
| Inspection number | 10105584 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 to 8 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2017. She lives in Romsey, in Hampshire. The childminder provides care throughout the year. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Kelly Marchmont

Inspection activities

- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector considered written parental feedback.
- The inspector observed the childminder's practice and interactions with children during the inspection.
- The childminder showed the inspector around the premises and explained the educational programmes she has implemented for the children who attend.
- The inspector talked to and interacted with children during the inspection.
- The inspector sampled documentation, including children's records, accident forms and training certificates.

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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