

Childminder report

Inspection date:

20 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

Children feel safe and form positive attachments with the childminder. Her gentle nature creates a sense of calm that helps children to settle well. The childminder responds to children's needs effectively, for example when they are tired or hungry. Although the childminder knows the children well, she has failed to complete the required two year progress check. Additionally, she has not prioritised her own professional development to remedy gaps in her own understanding of wider safeguarding issues. Children's behaviour is good. They understand what is expected of them and know their boundaries. For instance, children carry their boots through the house to put them on by the back door before going into the garden.

Children learn skills that help them to be independent. For instance, they proudly demonstrate a method that the childminder has taught them for putting their coat on by themselves. The childminder praises them for their effort and achievement. This helps to motivate children to try hard and to become eager learners. Children have positive attitudes to learning. This is illustrated as children delight in making marks with chalks on the ground. However, the childminder does not gather detailed information from parents before they begin at the setting. Consequently, she cannot plan effectively for children's next steps in learning from the beginning.

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

- The childminder tracks children's progress and knows what she needs to do to support some aspects of their learning. However, her knowledge of assessment regarding the progress check for children between the ages of two and three years is not good enough. Consequently, she has not completed this written assessment to share with parents. This is a breach in requirements.
- Children freely explore the well-organised and homely environment with confidence. They make independent choices in their play. This is demonstrated as children delight in making a 'sandwich' using a variety of play foods. The childminder supports their early mathematical skills by promoting them to count the number of items they have stacked up. She introduces words such as 'taller' and 'shorter' to describe the height of the sandwich.
- The childminder supports children's learning about the natural world effectively. They learn about life cycles, for example, by watching frog spawn change into tadpoles. The childminder provides a variety of trips based on children's interests. For instance, she organises outings to farms and different country parks where they learn about potential risks in the natural world. During these visits, she teaches children how to stay safe and take appropriate risks.
- The childminder understands how to protect children, overall. However, she has not updated her safeguarding knowledge sufficiently to ensure that she is fully

aware of wider safeguarding issues.

- Although the childminder has developed a good relationship with parents, she does not consistently gather enough detailed information about what children already know and can do when they first start. Therefore, the curriculum is not as well planned as it could be in order to promote children's progress from the very beginning.
- The childminder supports children to live a healthy lifestyle. For example, children enjoy a healthy range of food and drinks as well as playing outside daily in the fresh air. The childminder follows good hygiene practices. This is illustrated as children know to wash their hands before eating.
- The childminder understands how to promote children's language development. For instance, she uses puppets when she sings counting rhymes with children. Children enjoy looking at books independently and with the childminder. They readily choose which books they want to look at. Children listen well and point to items that the childminder names. The childminder asks a range of questions to check their understanding.
- The childminder has a clear vision for her setting. However, she has not identified areas for improvement effectively. For example, focusing her training needs to further develop her practice and knowledge to the highest level.
- The childminder has a consistent approach in managing children's behaviour. This is demonstrated as she offers praise and encouragement during activities and when they use good manners.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends child protection training and is aware of the correct procedure to follow should there be an allegation. The childminder has a good knowledge of the possible signs and symptoms that indicate a child may be at risk of harm. Although the childminder is aware of some aspects of current safeguarding legislation, her understanding of wider aspects of safeguarding, such as how to protect children from extreme views, is not as robust. However, she understands fully her responsibility to maintain records and to report any concerns she may have about children's welfare.

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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complete a written progress check for all children aged between two and three years and provide parents with a short written summary of their child's development in the prime areas	01/02/2020
undertake appropriate professional development opportunities in specific regard to the 'Prevent duty guidance for England and Wales 2015', to improve knowledge of the 'Prevent' duty and the requirements to protect children.	01/02/2020

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

- gather more detailed information from parents about children's current capabilities when they first start and use this information to further support planning for children's learning and development from the very beginning
- target professional development to update knowledge of the requirements of the early years foundation stage and enhance teaching skills further.

Setting details

Unique reference number	EY316252
Local authority	Hampshire
Inspection number	10132647
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	5
Number of children on roll	7
Date of previous inspection	12 May 2015

Information about this early years setting

The childminder registered in 2005 and lives in Farnborough, Hampshire. She operates from 8am until 6pm, Monday to Friday, for much of the year. The childminder holds a level 3 qualification. She can accept funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The inspector completed a joint evaluation of an activity with the childminder and discussed their findings.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with children at appropriate times during the inspection. She discussed with the childminder how she establishes effective partnerships with parents.
- A learning walk was carried out around all areas of the home that are used for childminding, to understand how the early years provision and the curriculum are organised.
- Documentation was sampled, including the childminder's paediatric first-aid certificate, children's attendance register, and the safeguarding policy.

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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