

Childminder report

Inspection date:

18 February 2020

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is inadequate

The childminder has recently returned to childminding after taking a long break from her work. Although she has much experience of providing childcare, she has failed to keep up to date and has limited knowledge of the early years foundation stage requirements. The childminder does not reflect on her practice robustly enough. As a result, not all requirements are met and this compromises children's welfare and progress. The childminder does not have an adequate understanding of what to do if an allegation was made against her or a household member. Additionally, not all members of her household over the age of 16 have completed all statutory checks. The childminder does not maintain a record of children's attendance.

Despite these weaknesses, children demonstrate that they feel safe and secure in the childminder's company. They settle quickly, play happily and behave well. Although the childminder has a high expectation of the children in her care, there is little focus on individual learning, and activities are too generic. The childminder does not plan sufficiently for children's individual learning to help them make the best possible progress. She does not consistently encourage children to develop their independence skills, for instance helping children to learn how to feed themselves when they are sufficiently ready to. However, the childminder does successfully support children's language and communication development. For example, children use new words correctly in context during their play. They demonstrate this when they describe the trains 'whizzing' over the bridge, when playing with the train set.

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

- The childminder does not ensure that the suitability of all household members is checked. She believed the required documentation was submitted to Ofsted to undertake suitability checks, but she did not follow this up. This compromises children's safety.
- The childminder does not fully understand her safeguarding responsibilities. She is not aware of the correct action to take should someone make an allegation against her or any of her household members. The childminder's written policy does not contain information about how to manage allegations, so is unable to assist her should she need to refer to it for guidance.
- The childminder fails to keep an attendance record for the children who are in her care. She has a poor understanding of the requirement to keep this document, and that it must include all children in her care and not just children in the early years age range.
- The childminder helps children sufficiently to develop their communication and language skills. She is confident in discussing children's levels of development.

However, weaknesses in her knowledge and teaching mean that she does not provide activities to challenge and enhance children's knowledge or extend their development further. This limits the opportunities children have to progress and reach their full potential.

- Although children have access to a broad range of interesting activities, the childminder does not help them remain focused during their play. She continually suggests new ideas and offers an overwhelming amount of resources. As a result, children lose concentration at times and are not fully motivated in their learning.
- Children are not consistently encouraged to develop independence. For example, during some mealtimes, such as breakfast, children who are able to feed themselves using a range of cutlery are not given the opportunity to do this independently. This is not helping children to develop and embed knowledge to be ready for their eventual move to school.
- The childminder is not reflective in her practice. She does not identify weaknesses in her practice or keep her knowledge up to date. The childminder has not gathered the views and opinions of parents to support continuous development.
- The childminder is warm and caring with children. As a result, children form secure attachments with her. Children have the confidence to move around the premises and self-select resources. They interact with adults who they are less familiar with.
- The childminder has a suitable understanding of the ratios she must maintain. She risk assesses her home and garden, which helps her identify and minimise potential risks. The childminder closely supervises children at all times. Children learn how to treat and respect the childminder's family dogs.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a secure understanding of some of the issues around safeguarding. Her safeguarding policy is not thorough enough as it does not contain the information needed to comply with the early years foundation stage requirements. In addition, not all suitability checks for household members are in place. The childminder does not keep a record of children's attendance. This all compromises children's safety. This aside, the childminder is confident in recognising when a child is at risk and who she must inform.

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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provide Ofsted with the information needed to enable suitability checks to be completed for anyone aged 16 years or older living on the premises	03/03/2020
improve knowledge and understanding of how to respond if an allegation is made against the childminder or a household member	17/03/2020
maintain a daily record of the names of the children looked after on the premises and their hours of attendance	03/03/2020
taylor learning to children's individual needs and provide interesting and challenging learning experiences for all children, to help them make good progress and gain the necessary knowledge and skills to be successful in their future learning.	19/05/2020

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

- develop systems for self-evaluation to raise the quality of the provision and outcomes for children who attend
- extend the support for children's developing independence to help build further on their skills.

Setting details

Unique reference number	111331
Local authority	Hampshire
Inspection number	10145775
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 February 2018

Information about this early years setting

The childminder registered in 1997. She lives in Southwood, in Farnborough, Hampshire. The childminder provides care for children Monday to Friday from 7.15am to 6pm, for most of the year.

Information about this inspection

Inspector

Hazel Farrant

Inspection activities

- The inspector and the childminder completed a learning walk across all the areas that children use, to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to the childminder about her knowledge of child protection and the procedures to follow to keep children safe.
- The inspector held discussions with the childminder and children at appropriate times.
- The inspector looked at a sample of the childminder's documentation, including evidence of the suitability of persons living in the household.

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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