

# Childminder report

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Inspection date:

8 October 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

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 has a secure knowledge of children's interests but she does not consistently use this information when she plans children's learning. For instance, she recognises that children like spending time in her garden, but the learning she organises outdoors is not always interesting for children. They sometimes get bored and move back indoors. However, in the indoor environment, the childminder capitalises on children's interest in music. She shows children how to use different musical instruments to create different sounds. Children shake and jiggle tambourines as they sing along to favourite nursery rhymes. The childminder takes pride in children's achievements but acknowledges that there are some gaps in children's learning. For instance, the childminder does not teach children about the lives of people from other communities in order to help them understand that everybody is unique.

The childminder and her assistant create a warm and comforting environment. Children demonstrate that they feel secure in their care. For example, babies reach out their arms for hugs when they feel tired. Older children snuggle up to listen to stories. The childminder and her assistant remind older children to display kind behaviour towards much younger friends. Children listen intently and follow instructions well.

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

- The childminder has not notified Ofsted about a household member who sometimes lives at the premises. However, there is no impact on children's safety as these household members are not on the premises when minded children are cared for.
- The childminder does not stay up to date with changes to the requirements of the early years foundation stage. She is not aware of the recent changes that came into effect on 1 September 2021. As a result, she cannot ensure that her assistant's knowledge and expertise are current. Although there are issues in relation to training that need to be addressed, the childminder does provide clear guidance to her assistant during the day.
- The childminder and her assistant are very attentive towards children. For instance, the childminder quickly recognises when a child is tired and needs a nap, or that their nappy needs changing. They work together to help children feel comfortable and to meet their care needs.
- Children of different ages show an interest in early writing. Older children hold pens correctly as they trace over letters in writing books. Younger children practise making marks on paper. Children are excited to show the childminder their work.
- The childminder understands the importance of providing a balanced diet for

children. Nevertheless, she does not consistently work with parents to ensure that children's packed lunches are healthy, or help children understand why they need to eat a range of nutritious foods.

- The childminder takes additional steps to help children who speak English as an additional language settle in to her home. She learns some words that are familiar to children to provide comfort. This is successful. However, the childminder does not teach all children to understand cultures that differ from their own.
- Parents' views of the childminder's provision are positive. They describe the childminder as 'communicative' and 'helpful'. They report that she provides regular updates about their child's learning. Parents state that the childminder speaks to them if she has any concerns about children's development. They feel at ease to talk to her about any changes in children's circumstances.
- Children engage fully in favourite books. This is evident when the childminder's assistant reads to them. Children sit next to their friends. They listen intently to the assistant as she expressively sounds out the words. Older children demonstrate that they read the book regularly when they finish the end of familiar sentences. Children concentrate fully until the assistant completes the final words of the book.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant help children to understand risk in their own environment. For example, they remind young children not to stand on chairs in case they fall. Children listen to guidance and modify their behaviour. The childminder and her assistant both have a secure knowledge of safeguarding. They monitor any changes in children's physical appearance and behaviour. They know how to raise any concerns about children's welfare to the local safeguarding partnership without delay. The childminder records details of medication she administers to children. She speaks to parents about the precise dosage and checks the reasons medication is necessary, in order to keep children safe.

## 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
ensure Ofsted is informed of those living and working on the premises in order that their suitability can be verified	22/10/2021

improve knowledge of the updated statutory framework for the early years foundation stage in order to implement all requirements and to ensure that the assistant's knowledge is up to date.	05/11/2021
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**To further improve the quality of the early years provision, the provider should:**

- increase opportunities for those children who prefer to learn outside to engage in challenging activities
- develop opportunities for children to learn more about other cultures and lives that are different from their own
- enhance partnerships with parents to ensure children learn about healthy food choices.

## Setting details

<b>Unique reference number</b>	2494869
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10191443
<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>	0 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Waterloooville, Hampshire and her setting is open all year round, Monday to Friday. The childminder accepts early years education funding for three- and four-year-old children. She regularly works with an assistant.

## Information about this inspection

### Inspector

Julie Bruce

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder explained to the inspector how she uses different areas of her home.
- The inspector observed interactions between the childminder, her assistant and children.
- Parents shared their views about the childcare setting with the inspector.
- The inspector spoke to the childminder and her assistant about how they keep children safe.
- The childminder and the inspector observed the assistant leading an activity. They discussed how she interacts with children.
- The inspector talked to the childminder about the progress that children are making in their learning and 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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