

Childminder report

Inspection date: 1 February 2022

Overall effectiveness**Inadequate**

The quality of education

Good

Behaviour and attitudes

Good

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 does not know how to make a referral to the local safeguarding agencies if there are concerns about a child's welfare. This puts children's well-being and safety at risk. However, children are happy and content. They form strong attachments to the childminder. She is nurturing, warm and loving. Children delight in their interactions with her. When needed, children seek comfort and reassurance from the childminder. They feel settled when they are with her.

There are high expectations for all children's learning and development. Children are curious about the world around them. They learn how to pull carrots from the vegetable bed. They are keen to try for themselves and show excitement when they succeed. Children independently wash the carrots and learn how to use tools safely to cut them into pieces. They enjoy tasting and eating the carrots afterwards.

Children behave well. They listen to the childminder and follow simple instructions. Children begin to learn how to put their toys away. Children are read to frequently. They show interest in stories as they sit on the childminder's lap and look at books. Children are beginning to learn how to turn the pages. They beam when they receive praise and encouragement from the childminder.

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

- The childminder does not understand current local safeguarding procedures to follow if she is concerned that a child is at risk from harm. This includes how to manage allegations against adults, including when to report this information to the relevant agencies. This means the childminder cannot respond in an effective and timely manner to ensure children are kept safe from harm.
- The childminder has not kept her policies and procedures for reporting safeguarding concerns up to date. This means she is unable to use these effectively to support her in keeping children safe from harm.
- The childminder creates a curriculum that challenges children's learning and develops their skills progressively. For example, she intends for children to be independent with their self-care skills when they move on to school. The childminder develops this from a young age as young children begin to help get themselves dressed.
- The childminder assesses children's development accurately. She quickly identifies any gaps in children's learning. The childminder puts strategies in place to help close these gaps. For example, she develops children's attention skills through one-on-one games, such as 'peekaboo'.
- The childminder is aware of the impact of COVID-19 on children's personal, social and emotional development. She has made this a focus for children's

learning and development. This helps children make good progress. For example, children are becoming more and more confident in new social situations as they take part in a variety of activities with the childminder.

- Children's emerging language skills are skilfully developed by the childminder. She models single words back to them clearly. The childminder introduces new vocabulary to children, such as 'wiggly caterpillar'. She understands that children are just beginning to use language. The childminder gives them time to reply and focuses strongly on their attempts to communicate. She values children's responses as they babble back to her.
- The childminder expertly models new skills. She encourages children to have a go for themselves. For example, she shows them how to work an old-fashioned telephone. Children, with a little assistance, persist in practising how to turn the dial. They take great joy in being able to do this independently, which motivates them to have another go.
- The childminder ensures that children take part in outside activities regularly. She is aware of the benefits to children's learning and development of playing outside. Children frequently take part in outdoor outings, such as trips to the farm and park.
- Parents comment that there is a 'home-from-home feeling'. They talk positively about the progress their children make. However, the childminder does not always share children's next steps for learning with parents to provide continuity in children's development.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder knows the signs and symptoms that show a child may be at risk from harm. However, she does not know how to report these concerns to local agencies. The childminder does not have a safeguarding policy that is up to date to inform and guide her. The childminder does not understand her responsibility to report allegations about an adult to the relevant agencies. The childminder has developed her understanding of wider issues, such as grooming and female genital mutilation, through recent training. She supervises children closely when they are in her care.

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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gain knowledge and understanding of the local procedures to follow should there be concerns about a child's welfare, including the process to follow if there are allegations about an adult, and how to report these to the appropriate agencies	15/02/2022
ensure there are written policies and procedures in place to safeguard children, that are in line with the current guidance of the relevant local safeguarding partnership, including how to report concerns about a child's welfare.	15/02/2022

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

- further develop the information shared with parents to support children's next steps for learning.

Setting details

Unique reference number	111946
Local authority	Hampshire
Inspection number	10063316
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 February 2016

Information about this early years setting

The childminder registered in 2000. She lives in Andover, Hampshire. The childminder operates from Monday to Friday all year round. She has a relevant qualification.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder explained her learning intentions throughout the day.
- The inspector took part in discussions with the childminder.
- Parents shared their views through written feedback and questionnaires provided by the childminder.
- The childminder and the inspector observed children together and discussed the observations together.
- The inspector observed the childminder and children throughout the day.
- The inspector looked at relevant documentation.

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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