

# Childminder report

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Inspection date:

15 March 2022

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## **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

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children form close bonds with the childminder in her welcoming, home-from-home environment. They feel safe and confident to approach her for a cuddle while they explore the engaging activities she provides. Children learn about the importance of handwashing and other aspects of personal hygiene, such as how to look after their teeth.

Children behave well and know how to share and take turns. The childminder has high expectations for behaviour and models the use of good manners effectively. Children respond positively to her continual praise and encouragement, which help to raise their self-esteem. However, the childminder is not able to demonstrate that she holds a valid paediatric first-aid certificate, as required, to ensure she can provide children with the care they need, for example, in an emergency. Nevertheless, children enjoy taking part in the wide range of experiences the childminder provides and are often taken out into the local community. For example, children enjoy daily walks to the local duck pond. They confidently talk about the wildlife they see during these trips.

Children benefit from an interesting and well-balanced curriculum to help prepare them for nursery or school. They develop positive attitudes to their learning. For instance, children have good opportunities to develop their small-muscle skills as they concentrate hard to put small wooden parts and puzzles together.

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

- The childminder has not fulfilled her statutory requirement to have a valid paediatric first-aid certificate. However, she has completed some online training towards this and was able to talk about what to do in various medical emergencies. Therefore, children's well-being is not significantly impacted at this time.
- The childminder works closely with parents to help settle new children, which helps to support their emotional well-being. For example, she asks parents information about children's likes and dislikes. This helps her to get to know each child and provide individually tailored care that is consistent with their home routines. Although the childminder shares information with parents, she has not established partnerships with other settings that the children attend to ensure greater continuity in children's care and learning.
- The childminder knows the children well. Through her interactions and observations, she is aware of what children can do and how they like to learn. The childminder uses this information to plan children's next steps in learning. She has good expectations for their development.
- Children select books that are familiar to them for the childminder to read. They

listen attentively as she asks them questions about the story. Children enjoy joining in with stories with familiar phrases as the childminder reads. However, on occasions, she asks the children several questions without giving them sufficient time to think and respond.

- Children become deeply absorbed in painting activities. The childminder encourages children to learn the names of colours. Children enjoy developing skills in using brushes to paint with. They carefully and skilfully paint their fingers and create handprints on paper. Children happily discuss that when they mix red and yellow paint, they make orange.
- The childminder places a strong emphasis on children's personal, social and emotional development. She supports all children to show respect and kindness to others. Children remind each other about the rules in a gentle manner. For example, they often tell each other that 'sharing is caring', while playing with resources.
- Mathematical skills are incorporated into activities well and children are familiar with counting to 10. They compare objects of different sizes and use mathematical vocabulary. For example, when children were making handprints on paper they could recognise who had the biggest and smallest hands.
- Children take part in activities that help them to learn about healthy lifestyles, including growing and eating their own fruit and vegetables. For instance, they grow their own strawberry and tomato plants. Children are keen to tell visitors about the vegetables that they are growing in the outdoor area.
- Children develop an understanding of different cultures and religions. For example, the childminder discusses and teaches children about special events, such as Chinese New Year. This helps children to learn about and respect religions and cultures outside of their own.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibility to keep children safe. She has a good knowledge of the signs that could indicate that a child is at risk. The childminder is aware of the correct procedure to follow if she has any concerns about a child. She has a good understanding of wider safeguarding issues and possible signs to be aware of. The childminder carries out daily visual risk assessments of her home. She is vigilant at conducting risk assessments when she goes out into the community. The childminder has a clear evacuation procedure which she practises with children regularly.

## 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:**

	<b>Due date</b>
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complete an approved course of training in paediatric first aid.	18/04/2022
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**To further improve the quality of the early years provision, the provider should:**

- ensure children have enough time to think and respond to the questions they are asked, to help improve their learning
- establish partnerships with other settings that the children attend to ensure greater continuity in children's care and learning.

## Setting details

<b>Unique reference number</b>	111977
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228152
<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>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	7 September 2016

## Information about this early years setting

The childminder registered in 1989. She lives in Alton, Hampshire. The childminder works Monday to Friday, from 8am to 6pm, throughout the year.

## Information about this inspection

### Inspector

Sarah Richards

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on the setting with the inspector.

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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