

Childminder report

Inspection date:

26 April 2022

Overall effectiveness

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are not always engaged in planned, purposeful play. Although there are a variety of resources available, children's learning is not extended. The childminder does not give children opportunities to problem-solve or answer questions. For example, when children play in the water, the childminder comments that the boat is sinking. However, she does not encourage the children to think about why this is. Instead, she tells them to tip the water out. This does not help to increase children's curiosity and interest, or develop their knowledge of floating and sinking.

Children are happy, safe and settled at the childminder's home. They enjoy playing with pretend food. Children enthusiastically sing 'Happy Birthday' as they cut the cake and hand out pieces to the adults. They enjoy dressing up as firefighters. Children make the sound of the siren, as they drive to the imaginary fire.

Children like to play in the well-equipped garden area. They enjoy riding the truck down the ramp and squeal as it reaches the end. However, at times, some children find it difficult to share. The childminder does not always successfully manage the situation. This does not ensure that all children have equal access to the resources, and some children receive more attention than others.

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

- The childminder completes a written progress check for children aged between two and three years, which she shares with parents. This gives clear information on what children can already do. However, the childminder does not focus enough on concerns she has about children's development. As a result, she has not obtained advice from other professionals, to support children's progress at the earliest opportunity.
- The childminder creates a home-from-home, welcoming environment and wants children to be happy. However, she does not have a secure enough understanding of how to plan and implement a curriculum effectively. She sets up activities that are too advanced. As a result, children do not always engage. They wander off to make their own play. The activities sometimes do not match children's learning needs well enough. For example, the childminder recognises that some children need support with their communication. Although she corrects children when they use the wrong words, such as 'water lemon' instead of 'watermelon', she has not implemented the specific support children need to help them improve. As a result, children are not making the best progress in their language development.
- Since the last inspection, the childminder has rearranged her indoor resources. These are now accessible and children freely choose from the variety of toys available. This helps to develop their independence. The childminder sets up the

outdoor area well with a range of additional equipment. Therefore, children benefit from fresh air and exercise regularly in the safe, secure environment.

- Children's hygiene is well supported. They wash their hands after visiting the toilet and before having meals. Children understand why they need to apply sun cream before going out in the garden. The childminder provides a healthy snack for the children. However, she does not work in partnership with parents to help teach children how they can look after their oral health. For example, children receive sweets as rewards and drink squash at mealtimes. Lunch boxes contain jam sandwiches and biscuits. This does not help children learn about healthy food options.
- Interactions with children are inconsistent. The childminder responds positively to children during their imaginative play. However, at times, she allows some children to take all her attention. This means that children do not always have the consistent support they need to help them learn and develop well. Nevertheless, overall children behave well.
- Parents comment that they are happy with the care their children receive. They talk about how the childminder helps with potty training, providing practical advice and support. Parents describe how the childminder has looked after the children's older siblings, who have now left to go to school. They say that her home is a 'safe and welcoming' environment for children to be in.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding. She attends training and is confident in her knowledge of the process to follow if she has concerns about children in her care. The childminder has an understanding of the wider aspects of safeguarding, such as the 'Prevent' duty and county lines. This helps to ensure children are safe and their well-being is protected. The childminder has a paediatric first-aid qualification. This enables her to take the right action if a child should have an accident in her care. The premises and grounds are secure, which contributes to safeguarding children effectively.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

| | Due date |
|---|------------|
| ensure that additional support is accessed swiftly when children's progress is less than expected | 10/05/2022 |

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|---|------------|
| identify clearly what children need to learn next, using this information to plan and deliver a curriculum that builds consistently and securely on what children already know and can do | 10/05/2022 |
| support children's communication and language development more effectively by allowing them time to respond to questions and problem-solve | 10/05/2022 |
| improve parental partnership to help parents support their children to learn about healthy food choices | 10/05/2022 |
| review how children's needs are met, to ensure that all children receive consistent and sustained interactions to help challenge their learning further. | 10/05/2022 |

Setting details

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|--|---|
| Unique reference number | 111776 |
| Local authority | Hampshire |
| Inspection number | 10063311 |
| 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 | 2 to 3 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | 7 June 2016 |

Information about this early years setting

The childminder registered in 1994. She lives in Andover, Hampshire. She cares for children Monday to Friday, from 8.30am to 2.30pm, all year round. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Lindsay Osman

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 spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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, in writing, for 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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