

Childminder report

Inspection date: 10 May 2022

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is compromised because the childminder does not have the knowledge to enable her to identify, understand and respond appropriately to signs of possible abuse. Despite attending safeguarding training, she has gaps in her knowledge. The childminder's understanding of safeguarding reporting procedures is weak. These weaknesses mean children's welfare is not assured.

The childminder does create a safe environment for children to play in. Children behave well and develop warm and trusting relationships with the childminder and with each other. For instance, when babies wake from their sleep, the childminder offers them cuddles and reassurance. Older children welcome babies back from their sleep, as they gently cup their face and smile warmly at them. All children develop good levels of self-esteem and are motivated to play and learn.

Children develop good communication and language skills. Babies babble confidently as they respond to the childminder and their friends. Older children speak very clearly. They use a wide range of vocabulary to share their ideas. For example, they talk about favourite characters from stories and are able to confidently explain why some are sad. However, at times, the childminder does not offer enough challenge for older and most-able children, which does not enable them to achieve their full potential.

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

- The childminder understands children's individual interests and provides children with a variety of play experiences which motivate them to learn. The childminder has a good understanding of how children make progress in their learning. She looks at what they can do and helps them to work on what they need to achieve next. However, she does not fully explore opportunities to challenge the older and most able children in their learning. For instance, as children play a game, they try to work out who has the highest number of ladybirds to win. However, the childminder does not help them to find out the answer to this question, to help further their mathematical knowledge.
- The childminder has sought some professional development opportunities to enhance her knowledge and skills. For example, she attended training to support children with special educational needs and/or disabilities and used this to enhance her setting and the support that she offers children in her care. However, gaps in her safeguarding knowledge have an impact on her ability to keep children safe.
- The childminder is a positive role model to support children's good behaviour. She speaks kindly to children and has a warm and gentle manner. Children learn how to be kind and caring. They enjoy each other's company. Older children are

attentive and supportive of the needs of their younger friends. For example, when babies try to stand, older children offer them help to take steps, as they hold their hands and offer encouragement. The childminder observes them and offers her thanks for children's kindness.

- Opportunities to build on children speaking and listening skills are promoted well by the childminder. Younger children benefit from a language-rich environment. The childminder talks to children as they play, modelling new language and responding to babies' emerging desire to communicate. For instance, as babies play with the musical piano, the childminder talks about 'open' and 'closed' as babies shut and reopen the cover, babbling in response. All children make good progress in their communication and language skills, which supports their future learning well.
- Partnerships with parents are good. The childminder shares children's key achievements with parents regularly. She offers ideas and suggestions of how they can continue their children's learning at home. Parents of younger children say that the childminder's advice on weaning their baby has supported children's choices with foods at home. Older children say that the childminder 'makes sure that children are happy in her care'.
- The childminder enables children to become independent in managing age-appropriate tasks confidently. For instance, older children learn how to use knives safely, as they cut up fruits. Babies learn how to feed themselves and drink confidently from cups.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a secure understanding of child protection issues to enable her to recognise concerns about children and take the appropriate action. She is not familiar with signs and indicators that a child may be at risk of harm or abuse and her knowledge of what action she would take is weak. This compromises children's safety and does not ensure children can be kept safe from abuse or harm. The childminder assesses her home and garden to take action to remove or minimise risks to children. She ensures her home is secure and maintains a current paediatric first-aid accreditation. The childminder ensures that she supervises children at all times, including at mealtimes and snack times.

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 a greater understanding of safeguarding policies and procedures so that they are in line with the local safeguarding partnership guidance	11/06/2022
improve knowledge and understanding of the signs and symptoms that might indicate children are at risk of abuse.	11/06/2022

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

- reflect on the intended curriculum for all children, to offer challenge more effectively for older and most-able children, to help them make even better progress.

Setting details

Unique reference number	EY433540
Local authority	Hampshire
Inspection number	10232537
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	0 to 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	15 March 2016

Information about this early years setting

The childminder registered in 2011 and lives in Basingstoke, Hampshire. She offers care for children from Monday to Friday, 7.45am to 5.30pm, for most of the year. The childminder accepts funding to provide free early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Tara Naylor

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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 childminder provided the inspector with a sample of key documentation on request.
- Parents and children 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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