

Childminder report

Inspection date:

1 June 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 has not met some of the requirements of the early years foundation stage, including health and hygiene requirements. However, children are happy and enjoy their time at the setting. They form secure relationships with the childminder, seeking comfort and cuddles when upset. She attends to children's well-being regularly. For example, she will pause during walks to check that children are not hurt after they fall from their bike.

Children learn about the world around them through local outings and discussions. For instance, during a walk through a neighbouring field, older children identify that a robin has a 'red breast'. They explore webs left by caterpillars on trees and learn about the moths the caterpillars will turn into. The childminder discusses different types of birds, such as magpies. However, younger children do not always receive the same level of interaction. For example, children in pushchairs do not have involvement in these discussions. As a result, not all children have the same opportunities to use their natural curiosity and develop their learning at the same rates.

Children are polite; they listen intently and follow instructions well. For instance, they respond to the childminder's request when she asks them to wait for her at the nearby bench. However, strategies to manage children's behaviour are not always fair and consistent. The childminder and her assistant do not provide children with guidance to support them to understand the impact their behaviour has on others. For example, they do not support children with conflict. This does not help children to embed their learning about expected behaviours and how to manage their feelings well.

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

- Children have plenty of opportunities to explore their local community. The childminder takes them for walks to local parks, libraries, and the farm. The wide range of experiences begins to prepare children for their future learning. For example, children develop care and respect for living things. Children learn how to be healthy. The childminder provides seeds for children to grow, as they learn about the food they eat.
- Children have opportunities to develop some valuable skills. For example, they practise their coordination as they ride on balance bikes, and learn about shape as they complete puzzles. However, at times, teaching is too prescriptive, meaning children are not able to make independent choices within their play. For example, while playing with play dough, children are restricted to one colour at a time. The childminder makes suggestions about what they could make. This limits children's possibilities to investigate and develop their own ideas.

- Children enjoy listening to stories and join in with familiar phrases. For example, the childminder moves the books closer to younger children to encourage them to find the animals. However, when younger children cannot find them, the childminder turns her focus to the rest of the children. As a result, younger children do not have the same quality opportunities to develop comprehension as older children. Younger children are not consistently engaged in dialogue. This potentially limits early communication skills for some children.
- Parents are happy about the progress their children are making. The childminder speaks to the parents regularly. She considers parents views and wishes and adjusts the routine to meet children's needs. Parents comment positively about the services the childminder provides.
- Children are developing basic understanding of early mathematical concepts, such as counting. The childminder uses various activities to help children practise their counting skills. For instance, during story time, she encourages children to count the items on each page. She models mathematical language well.
- The hygiene and care arrangements are not sufficient and are unsuitable for children. Toileting and handwashing facilities are not used appropriately and do not allow children to develop essential skills they will need for their next stage in learning. For example, older children do not learn how to manage their own personal care needs. Unsuitable hygiene practices mean children are potentially at risk from cross-contamination. They do not wash their hands regularly after toileting, and waste is not disposed of appropriately. The breaches to the health and safety requirements compromises children's health and development.
- Leadership and management is not effective. The childminder does not ensure the assistant has appropriate knowledge, training, and skills, to fulfil their role. For example, the assistant does not have a good understanding of how children develop and learn. In addition, the childminder fails to keep her knowledge and skills up to date. As a result, the quality of interaction and teaching is inconsistent and children do not achieve the best possible outcomes.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder and her assistant have failed to keep their safeguarding knowledge up to date. They do not show secure and appropriate understanding of the signs and symptoms of abuse. This includes children who may be at risk of extreme views. They are unable to identify appropriate action to take should they have a concern about a child's welfare. For example, the childminder fails to recognise the importance of swift reporting of injuries to non-mobile babies or allegations against adults. In addition, the childminder and the assistant do not have required knowledge about relevant professionals, should they need to report the concern about the child's welfare. This could result in a delay in reporting concerns to child protection agencies. This has a significant impact on children's safety and well-being.

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
utilise available professional development opportunities and training to embed a deeper understanding of how children learn and help raise the quality of teaching	21/07/2022
develop the childminder and assistant's skills to enable them to provide children with a well-planned curriculum and consistently good interactions, to help engage all children in their learning.	21/07/2022

Setting details

Unique reference number	EY483410
Local authority	Hampshire
Inspection number	10219911
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 8
Total number of places	12
Number of children on roll	8
Date of previous inspection	22 August 2016

Information about this early years setting

The childminder registered in 2014. She lives in Andover, Hampshire. The childminder works with the assistant, Monday to Friday, 8am to 6pm, and operates her service throughout the year. She is registered to provide overnight care.

Information about this inspection

Inspector

Karolina Klepacka

Inspection activities

- This was the first routine inspection the childminder received since COVID-19 began. The inspector discussed the impact of the pandemic with the childminder.
- The inspector spoke to the childminder and the assistant at appropriate times during the inspection, and discussed the early years curriculum and safeguarding arrangements.
- The inspector observed the interaction between childminder, the assistant and the children, and assessed the impact this was having on children's learning.
- The inspector observed the care and hygiene practice and assessed the impact this it is having on children's health and safety.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of parent's written comments about the childminder and the services she provides.
- The inspector looked at range of documentation, including evidence of suitability. Some additional documentation was viewed on the childminder's request.

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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