

# Childminder report

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Inspection date: 15 June 2022

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

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

### **The provision requires improvement**

While there are some weaknesses in the childminder's knowledge and practices, these do not have a significant impact on children's enjoyment. Children are settled and show they feel safe and secure in the childminder's care. They respond well to her warm, kind manner. Children readily approach the childminder to share their toys and for reassurance, when necessary. They show they are curious and motivated to explore the resources and opportunities she offers. Children eagerly make marks with chalks outdoors and take part in activities to support their physical development skills.

Children enjoy playing outdoors. They independently find their shoes before going out to play. Children run, climb and slide. They have plenty of opportunities to be physically active.

Children behave well. They listen to what the childminder says and respond positively to her requests and instructions. Children are confident to share their resources with the inspector. They are learning to share and take turns with each other, for example when they post resources into boxes and bags. They are developing positive social skills as they play together.

Children's health is promoted well. The childminder washes children's hands before they eat, which helps children learn about good health and hygiene.

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

- The childminder has a basic understanding of the skills she would like children to learn during their time in her care. However, she has not focused on keeping her knowledge of good practice and revisions to statutory requirements current. The childminder is unaware of changes to expectations to deliver an effective curriculum for children. This has contributed to weaker practice in her role as an educator for children.
- The childminder does not build effective partnerships with other settings the children attend. This limits continuity and consistency for children's care and learning. In addition, the childminder is unaware of the requirement to complete progress checks for children aged two. This does not help to ensure that any gaps in children's learning or development are identified at an early stage.
- The childminder has allowed her first-aid certificate to lapse. However, since realising this, she has booked on the first available course. She has arrangements to keep her existing knowledge up to date through online research until she has completed training and obtained her new certificate. This does not have a significant impact on her ability to care for children.
- Children have access to a range of resources to support their learning. They can

freely access what they want to play with and make choices about where to play. The childminder knows what children like to play with. She ensures children's favourite toys are readily available for them when they arrive in the morning.

- The childminder supports children's developing speech well. For instance, she introduces children to new words as they play and repeats back what they say. The childminder helps children to hear words in a meaningful way. For example, she talks about the colour blue being the same as the sky. Children learn about the names of everyday objects as they play and explore. When children see an aeroplane in the sky, for example, they point at it excitedly. The childminder clearly pronounces 'aeroplane' for children, helping them learn new words. Children are learning to be effective communicators.
- The childminder helps children learn to recognise their feelings and emotions. She supports children to learn that it is alright to feel cross at times. Children readily accept comfort and they soon return to playing with their friends.
- The childminder takes children out into the local community. They attend social groups where children meet others and have opportunities to explore local parks and woods. Children see different places and different people. This helps them learn about the wider world.
- The childminder helps children learn to develop their play skills. She teaches them to play imaginatively, using the playhouse as an 'ice-cream parlour.' Children laugh with delight as they play, exploring different ice creams and lollies. They clearly enjoy their time in the childminder's care. However, there is a lack of challenge in the childminder's curriculum. She does not fully extend children's learning and development.
- The childminder builds positive partnerships with parents. They report that their children benefit from playing at the childminder's clean and tidy house with their friends.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to promote children's well-being at all times. She knows the possible indicators of abuse. The childminder understands the reporting procedures to follow if she has any concerns about children's welfare. She is aware of what to do if there is any allegation made against her or members of her household. The childminder attends child protection training to help keep her knowledge current. She is aware of safeguarding issues, such as the risk to children of exposure to extreme views.

## **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>
ensure an up-to-date and valid first-aid qualification is maintained at all times	15/09/2022
review children's progress between the ages of two and three years, and provide parents and/or carers with a short written summary of their child's development in the prime areas	15/08/2022
promote a continuous two-way flow of information about children's learning and development with other settings that children attend.	15/08/2022

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

- focus professional development on improving knowledge of the statutory requirements and developing an effective and challenging curriculum for children.

## Setting details

<b>Unique reference number</b>	111531
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228145
<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>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	19 October 2016

## Information about this early years setting

The childminder registered in 1991. She lives in Waterlooville, Hampshire. The childminder provides care on Monday, Tuesday and Wednesday, from 7am to 6pm, throughout the year.

## Information about this inspection

### Inspector

Emma Dean

### 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 showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documents on request, including evidence of suitability of household members.
- 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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