

Childminder report

Inspection date:

25 May 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children do not benefit from a challenging or ambitious curriculum that meets their individual needs effectively. Planned activities fail to challenge or motivate children in their learning. Young children wander around on their own, without any attention from adults, and become restless and unsettled. On the occasions when the childminder offers focused activities, such as craft activities, her teaching fails to engage children. For example, children comply with the childminder's instructions on where and how to use the paint, with no scope for them to express their own creativity or ideas. The childminder does not adapt the activity to include younger children, who are left to play on their own.

Despite limited support for children's learning, they do develop some independence in their self-care skills, such as putting on their coats for outdoor play and washing their hands before meals. They behave suitably well, playing alongside their friends and following adults' requests to tidy up the toys.

Children benefit from playing outside, showing increasing skill and some attention to safety as they climb up the ladder on the slide. Older children develop settled relationships with the adults who look after them, showing familiarity and compliance with daily routines. However, due to weaknesses in the childminder's knowledge of safeguarding policy, children have a false sense of security, and overall, their welfare is not assured.

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

- The childminder does not ensure the safe and effective management of her setting. She fails to fulfil the responsibilities of her designated safeguarding lead role successfully. Her safeguarding procedure does not support timely or accurate action being taken in the event an allegation is made, in line with the local safeguarding partners' guidance. The childminder has failed to notify Ofsted of two significant events, including a change to the space available to children. She fails to maintain a record of the times when children are on the premises, as required.
- The childminder has poor knowledge of planning for children's individual learning needs. She does not develop her curriculum to firmly establish what knowledge, skills and understanding she wants children to gain next. The childminder does not monitor children's progress sufficiently over time or address any differences in learning. She fails to provide parents with a written summary of children's progress when children are between the ages of two and three years, including where a child's progress is less than expected.
- The childminder places a very limited focus on supporting children's developing communication, including speaking and listening skills. She fails to provide

purposeful support that helps children hear and practise a wide range of vocabulary in their play. Children, including babies and those who require further support in this area of their learning, make limited progress overall, particularly in speaking and social skills. This does not help them in readiness for the next stage of their learning.

- Opportunities for children to develop positive attitudes towards learning are limited. The childminder does not interact positively with children in order to challenge or motivate them in their learning. She sets out a range of toys and leaves children to occupy themselves. At times when she does engage with children, her interactions are incidental and lack sufficient focus. Children do not learn to sustain their concentration or persevere at tasks they find difficult. They give up quickly and move on to something else.
- The childminder and her assistant provide suitable support for children's care needs. They ensure children eat and sleep according to their home routines. The childminder implements a policy that includes supervising babies closely as they gain confidence in feeding themselves, to prevent the risk of choking. However, there are times when young children are given very little attention. They are left on their own to occupy themselves, which has a negative impact on their emotional security and well-being.
- The childminder shares some information with parents to support children's health and well-being, for example through daily diaries containing information about a child's day. Parents are made aware of the childminder's policies, such as those that relate to sickness and administration of medication. However, the childminder does not establish effective information-sharing with parents, to address concerns around delays that affect children's development.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder demonstrates a weak knowledge of safeguarding policy and procedure. She fails to understand the procedure to follow in the event an allegation is made against an assistant or household member. Despite this, the childminder has a suitable knowledge of signs that would alert her to concerns about children's well-being. She implements safety checks of her premises and takes action to minimise risks, such as those associated with the recent building work. The childminder assures her assistants' initial suitability to work with children, through Ofsted, as required. However, her knowledge does not extend to notifying Ofsted of ongoing changes to the suitability of an individual working on the premises.

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
implement a policy, and procedures, to safeguard children that is in line with the guidance and procedures of the relevant local safeguarding partners and that includes an explanation of the action to be taken in the event of an allegation being made against you	15/06/2022
maintain a daily record of the names of children being cared for and their hours of attendance	15/06/2022
ensure that the progress check at age two is completed for all children aged between two and three years and that children's development needs are accurately identified and shared with parents and that support is accessed in a timely manner	15/06/2022
provide a curriculum that supports children to experience a language-rich environment to develop their confidence and skills in expressing themselves and that supports them to speak and listen in a range of situations	13/07/2022
improve the quality of interactions to ensure that children are provided with suitably challenging experiences that build on what they already know and can do and support them to make good progress in all areas of their development.	13/07/2022

Setting details

Unique reference number	2573677
Local authority	Hampshire
Inspection number	10238691
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 3
Total number of places	18
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Hook, near Basingstoke, Hampshire. The childminder employs two registered assistants. She has qualified teacher status and is open all year round.

Information about this inspection

Inspector

Melissa Cox

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 and the inspector conducted a learning walk in the garden and held discussions about the intent of the curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documents on request, including evidence of the suitability of the childminder and members of the household.
- The inspector spoke with the childminder's assistant and observed the support being provided for a number of care routines.
- This inspection was carried out as part of our risk assessment process.

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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E: enquiries@ofsted.gov.uk
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