

# Childminder report

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Inspection date: 14 October 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

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

Children's safety is compromised as the childminder fails to adequately risk assess all areas of her home and practice. For instance, she allows the children to play with dried pasta and play dough that the dog has been eating and licking. The childminder does not have a suitable risk assessment to ensure children's safety in the garden. For example, tools, such as an axe, are accessible to the children. This does not protect children from the risk of harm.

Despite significant weaknesses in practice, children are happy and settled. They enjoy an affectionate relationship and some good levels of interaction with the childminder. For example, they find plastic fruit to match to the pictures of fruit and count how many pieces they have. However, these moments are short lived. Children do not become deeply engrossed in play and become impatient and restless. Therefore, children have limited learning experiences.

Children's learning and development is compromised when the childminder exceeds the usual adult-to-child ratios. At these times, she is unable to provide attention and high-quality interactions for all children within her care. For example, children are occupied playing with toys, but lack challenge and good-quality teaching from the childminder to extend their learning. This has a significant impact on children's progress.

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

- When the childminder exceeds the usual adult-to-child ratios, she is unable to meet all children's needs. The environment is chaotic, and the childminder is unable to provide all children with effective care and education. As a result, the childminder mainly spends her time supervising children, rather than supporting them with their learning and development and promoting their well-being. The childminder is unable to recognise the negative impact on the children of her working over the usual adult-to-child ratios.
- The childminder does not ensure that children are always within sight or sound. During the inspection, the childminder left the back door open. When she was busy changing a nappy inside, children went into the kitchen and could access the garden unsupervised. This puts children's safety in jeopardy.
- The childminder does not provide opportunities for children who speak English as an additional language to use their home language in play. She has not gathered any information about their culture or about the languages children and their families use at home and how they communicate. This has an impact on children's development and does not support them to have a sense of belonging.
- The childminder does not observe and assess what children know and can do

effectively. This means that she does not have an accurate understanding of their abilities. The childminder does not focus closely enough on addressing any gaps in children's development. This limits her ability to help children build successfully on what they already know and can do.

- The childminder attends to some of the children's care needs well. She is caring in her approach and ensures younger children's nappies are changed promptly when needed. The childminder provides healthy snacks when children are hungry. These practices contribute some way to meeting children's needs.
- The childminder encourages children to develop good manners. For example, during snack time, they say please and thank you. However, she does not support children to help them develop self-control when they are upset or frustrated. Her attempts to resolve conflict are not effective. For instance, when children argue over toys, they are asked to stop what they are doing, but they are not provided with an explanation about why they need to stop. As a result, children do not learn simple rules to help them manage their own feelings and understand those of others.
- The childminder has good relationships with parents. Parents are positive about the care their children receive. They value the communication from the childminder and how she welcomes them into her home.
- The childminder's self-evaluation is ineffective. She does not identify her strengths and weaknesses to help her improve. The childminder attends mandatory training, such as paediatric first aid. However, she does not access training opportunities for her continual professional development to improve the quality of teaching.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not identified potential risks to children. This does not ensure children are safeguarded. For example, she does not recognise the risk of dangerous tools in the garden. She does implement some strategies to keep children safe, such as children wearing high-visibility jackets when going for walks to aid supervision. The childminder attends safeguarding training. She can identify the signs and symptoms that may indicate a child is at risk of harm. She has good knowledge of child protection and the procedures to follow should she have a concern about a child or an adult.

## 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>
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gain a secure understanding of the required adult-to-child ratios, to ensure that all children's learning and well-being needs are met when exceptions are made to usual ratios	04/11/2022
provide effective behaviour management strategies, to ensure that children's behaviour is managed appropriately and in a positive way so that children begin to learn to self-regulate	30/11/2022
ensure children who speak English as an additional language are supported so that their communication and language skills are developed	04/11/2022
develop skills and knowledge to provide and deliver good-quality teaching and learning experiences for children to support their progress	30/11/2022
gain a good knowledge and understanding of how to provide a well-designed, broad and balanced curriculum for children	30/11/2022
ensure that effective risk assessments are in place to keep children safe in the setting	28/10/2022
provide opportunities for all children to develop an understanding of diversity and learn about different people and communities as well as their own.	04/11/2022

## Setting details

<b>Unique reference number</b>	110719
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228142
<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>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	30 January 2017

## Information about this early years setting

The childminder registered in 1998. She lives in Chandlers Ford, Hampshire. The childminder is open from 7.30am to 6pm, Monday to Friday, for most of the year. The childminder holds a level 3 early years qualification.

## Information about this inspection

**Inspector**  
Nicole Atkinson

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- 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 inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on 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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