

Childminder report

Inspection date: 11 October 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

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

There is a breach of the safeguarding and welfare requirements that impacts on children's safety. This relates to the unknown suitability of a household member.

Nonetheless, children are engaged with their learning. They demonstrate a love of stories and of reading. They fully explore books and stories, pointing at drawings and commenting on characters. They are so captivated by the way the childminder reads, that they jump up from their seats, eager to stand closer and turn the pages themselves.

Children cooperate to achieve tasks during play. They generously support each other when they struggle. For instance, an older child kindly supports a younger child to arrange their trains in a forward-facing line on a track. The younger child readily accepts the support. Children's behaviour is excellent. They take turns and respond politely. They are eager to learn and want to demonstrate what they know. They show confidence around new people and proudly talk about their experiences.

Parents report positively on the experiences of their children with the childminder. They say their children love spending time with her. They also report that their children have made progress since being at the setting and feel they are better ready for school as a result.

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

- The childminder has not ensured that all relevant information has been provided to Ofsted for a current household member. This means that an adult who has not had suitability checks has been living in the house when minded children have been present. This compromises children's overall personal development, as their well-being is not safeguarded. However, the childminder has minimised the risk, as the adult has not had unsupervised access to the children.
- The childminder thoughtfully responds to children's questions and exclamations during stories. She allows them to articulate their thought processes fully, carefully using language that children of all ages can respond to. She reads with passion and expression, bringing characters alive to everyone's delight. As a result, children are given the freedom to explore their imaginations while developing a love of books.
- The childminder organises resources in the setting to invite children to explore and appropriately build on previous learning. For example, she provides a set of model teeth and dental equipment, which allows children to extend and apply knowledge from a previous activity on teeth health. The children excitedly explore the models, taking apart the teeth to investigate what is inside. The

childminder uses these resources to model how to brush teeth.

- The childminder has an excellent rapport with the children. She makes learning fun, as children laugh alongside her during activities without losing focus. When children misinterpret what others are saying, the childminder sensitively corrects the misunderstanding. This supports children to realise that not everyone communicates in the same way and helps them to develop empathy toward others.
- Learning activities are well-paced and sequenced so that they sustain the interest of all children for extended periods. The childminder checks children's understanding of the vocabulary needed for a task before it begins. This addresses any gaps in children's knowledge before new language is introduced. However, there are times when the childminder does not fully extend children's vocabulary to help them make the best possible progress with their language skills. For instance, she does not consistently introduce more specific topic-based vocabulary, such as talking about foods full of sugar rather than just any unhealthy food.
- The childminder is good at asking questions that direct children to important information during activities. However, at times, she does not recognise opportunities to examine the emerging knowledge of children who are learning at a greater depth. For example, when a child mentioned that she knew someone with 'cavities', this was not fully explored. This impacts on how well children progress to their full potential.
- The childminder is a reflective practitioner. She is able to assess where activities could be better adapted to further enhance children's learning. For instance, she identified that children could consolidate their learning about healthy foods with trips to a local supermarket or by examining real foods during the activity to deepen their understanding.
- The childminder shares information with parents about their children's progress. She keeps detailed risk assessments of activities, both inside and outside the setting. Parents have access to these assessments, allowing them to make informed choices about what activities they want their children to participate in.

Safeguarding

The arrangements for safeguarding are not effective.

Despite understanding the process for notifying Ofsted of any changes to the registration, the childminder has failed to complete an Ofsted application to register a new household member. As a result, the individual has not undergone Ofsted's suitability checks. This individual has been at the property when minded children have been present. This creates a potential safeguarding risk to children and has a significant impact on their safety and welfare. However, the childminder has a secure understanding of the four areas of abuse. She knows what to do if she has any concerns for a child's welfare and knows the importance of keeping records of any concerns. She makes certain to refresh her safeguarding knowledge by attending courses and keeps up to date with the relevant guidance.

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 |
|---|------------|
| ensure an application is completed for any persons living or working on the childminding premises, to enable all appropriate checks to be completed and an overall suitability decision to be made by Ofsted. | 01/11/2022 |

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

- strengthen teaching to ensure children learning at greater depth are fully challenged to help them make the best possible progress
- develop skills in supporting children's language and emerging vocabulary even further.

Setting details

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| Unique reference number | EY275044 |
| Local authority | Hampshire |
| Inspection number | 10228344 |
| 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 | 2 to 8 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 14 November 2016 |

Information about this early years setting

The childminder lives in Chandlers Ford, near Eastleigh, Hampshire and registered in 2003. She operates Monday to Thursday, from 8am to 6pm, all year round. The childminder currently provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
David Watkins

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching during activities. He assessed the impact this had on the children's learning.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- The inspector completed a joint evaluation of an activity with the childminder.
- The childminder's understanding of key safeguarding messages was examined. The inspector looked at relevant documentation, including the childminder's paediatric first-aid certificate and Disclosure and Barring Service (DBS) certificates for adults registered at the setting.

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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