

Childminder report

Inspection date: 24 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

The childminder does not have a secure understanding of safeguarding and child protection procedures. This includes reporting concerns in a timely manner to appropriate safeguarding agencies. The breaches in the early years foundation stage requirements mean that children's safety, well-being and personal development are not adequately supported. However, the childminder is successful in promoting children's learning.

Children are happy and have positive relationships with the childminder. They are confident to ask for help and to communicate their needs. For example, they tell the childminder that they would like to play in the garden. Children behave very well. They are polite and listen to instructions. Strategies to help children understand the expectations for their behaviour are effective. For example, the childminder encourages children to tidy up before they can play with a different game.

Children make good progress in their learning. They begin to understand how to manage risk when they learn to ride balance bikes. Children are very keen to help when they want to dry the slide and the trampoline, so they do not get wet. They play together and form friendships. For example, children take turns with a hide and seek game. They smile and giggle when their friends find them. The childminder supports children to make healthy choices. They enjoy playing outside in the fresh air, have access to drinking water, and benefit from a range of fruits and vegetables available for snack.

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

- The childminder does not have a sufficiently secure understanding of all aspects of her role, specifically her safeguarding responsibilities. She has a good knowledge of how to promote children's learning and does this well. However, she has not placed enough focus on ensuring that she has the knowledge she needs to promote children's safety and well-being.
- The childminder identifies children's starting points when they first start and knows what she wants them to achieve. She provides a range of exciting activities that children thoroughly enjoy. However, at times, the learning intentions for some activities are not precise enough to fully challenge children's learning.
- Children learn to be independent. For instance, before going into the garden, all children put their coats and shoes on. When children say they cannot do up their zip, the childminder is patient and skilfully supports them to try. This supports children's confidence and self-esteem.
- The childminder offers a range of outside experiences. Children learn about the

local community and the wonders of the wider world. Children have opportunities to visit exciting places. For example, they watch the planes take off and land when they visit a small local airport. They visit play parks and a nearby beach. Children learn valuable social skills when they visit playgroups.

- The childminder supports children's mathematical development from an early age. She introduces shape, measure and numerical language in everyday activities. For example, she says children have 'half ' a raspberry during snack time. Children name shapes as they chose to play a board game. Younger children say the object is 'round' when they investigate it. They learn to count as they play a game of hide and seek in the garden.
- Children have fun as they develop their physical skills. They visit a soft-play centre where they safely practise their coordination. Children build their muscles as they climb, roll and jump when playing on larger equipment. They also focus well as they thread string through small buttons. Children develop fine and gross motor skills, which they need for future learning.
- The childminder plays with the children. She takes every opportunity to support their communication and language. For example, when children look at the sky, the childminder engages them in conversation about clouds. She models language well and is sensitive not to overwhelm children with too much information. Children enjoy playing with the sensory tray, learning new words such as 'pour', 'crunchy' and 'scoop'.
- Parents comment positively the about childminder's care. They say their children are happy and the childminder is calm and caring. Parents comment that communication is good. The childminder listens to any concerns and give parents feedback at the end of the day.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not prioritise children's safety well enough. She has some awareness of how to identify signs that may indicate that a child is at risk. However, she does not recognise the importance of taking prompt action to keep children safe. The childminder is not aware of the correct procedures to follow to ensure that concerns are reported to the relevant safeguarding agency. In addition, arrangements to assess and manage risks are not sufficiently robust. For example, the childminder does not have clear procedures to ensure that sleeping children are monitored regularly.

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
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develop a secure understanding of safeguarding matters so that any child protection concerns can be swiftly identified and responded to in a timely and appropriate way	04/11/2022
develop secure understanding of the roles and responsibilities of local safeguarding agencies so that any safeguarding concerns can be reported without delay.	04/11/2022

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

- refine further the planning of the educational programme to reflect the individual learning intentions of each child even more precisely.

Setting details

Unique reference number	113232
Local authority	Hampshire
Inspection number	10228166
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 November 2016

Information about this early years setting

The childminder registered in 1994. She lives in Stubbington, Hampshire. The childminder provides care Monday to Thursday, from 7.30am to 5pm, all year round. She is registered to receive early years funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karolina Klepacka

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 provider.
- The childminder discussed her curriculum intentions with the inspector.
- The inspector observed the quality of interaction being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an unplanned activity with the childminder.
- A sample of documentation was reviewed, including first-aid certificates and parent feedback.

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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