

# Childminder report

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Inspection date:

15 December 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### The provision requires improvement

Children form affectionate bonds with the friendly childminder. They giggle when the childminder spontaneously engages in made-up games, such as when children hide their hands in a bag. Children show that they feel safe and content. They are developing their independence skills through daily routines, such as when they show increasing hand control when using a fork to eat their lunch. Children develop a love of books and enjoy pointing at pictures and naming the objects. This shows their growing vocabulary.

Children are beginning to understand the childminder's behavioural expectations. They follow her lead and learn to be kind and considerate towards each other. Children show empathy when any of their friends get a little upset. For example, they affectionately stroke babies' backs to make them feel better. Children learn to share and take turns by allowing friends into their self-chosen play. They are keen to learn and explore. However, children's learning is compromised due to the cluttered environment they have available to play in. Consequently, children become indecisive, move from one resource to another and play in a small space that does not aid their focus on an activity. The quality of education children receive is not yet good enough to support their full engagement in learning.

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

- The childminder wants children to do well. However, the overall quality of teaching is not yet of a consistently good level. Therefore, children do not fully benefit from learning experiences of a high quality. Despite having a good knowledge of each child, the childminder's interactions with children are often not maximising their learning. For instance, children carefully place coins in a toy piggy bank but throughout this activity, the childminder tells them what to do. She does not give them time or space to allow children a chance to test out their own ideas and experience success for themselves.
- The childminder places a high value on supporting children's communication and language skills. She emphasises key words when reading or speaking to them. Children mimic these words and remember them in context. For example, when sharing a picture book, they point at and say 'cat', followed by 'meow', without being prompted. Children get excited when they spot things that interest them, such as a photo display related to Christmas and say, 'wow'. This demonstrates that children are beginning to make connections with previous and new learning.
- The childminder provides children with an abundance of resources, which are not well organised. As a result, the environment becomes cluttered, leading to little space for children to play. Children move from one activity to another and lose attention quickly. This affects children reaching their full potential in learning.

- The childminder gathers information from parents about children's home life and their experiences. She ensures that children are given opportunities that they may not have had before, such as going on a train. Children regularly meet other childminders and their minded children. This has helped them to develop good social skills, as they meet new people and experience new places of interest.
- The childminder has built suitable relationships with parents. She shares photos of children playing at her home and enjoying the outdoors. Parents like receiving these photos and call this 'the highlight of their day'. However, the childminder is yet to liaise effectively with parents to support children's healthy eating and drinking habits. This also affects children's good oral health.
- Children develop their self-care skills, such as washing hands before lunch. However, they are not consistently taught about the link to good health and good hygiene habits, as handwashing is not always encouraged at other appropriate times of the day, to minimise the spread of infection.
- The childminder keeps her mandatory training up to date, such as first aid and safeguarding. She shows willingness to enhance her knowledge and regularly accesses online courses. The childminder does not fully understand what young children need to learn first. For example, she wants to teach them about numbers. This is not the most relevant learning for very young children to engage in, to support their good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has sufficient understanding of her role and responsibility to protect children from harm. She can describe the signs and symptoms that may indicate a child is at risk of suffering abuse, including exposure to extremist views and behaviours. The childminder is aware of the correct procedure to follow to report any concerns. She attends regular child protection training to keep her knowledge current. The childminder carries out risk assessments, such as when planning outings for children.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
review and improve the organisation of the indoor learning environment, including providing appropriate floor space to give children space to play and learn in a more focused way	13/01/2023

improve knowledge and understanding of child development, particularly linking to learning for the younger children, to assist them to learn to the best of their ability.	27/01/2023
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**To further improve the quality of the early years provision, the provider should:**

- consider giving children more time to test out their own ideas when engaged in self-chosen play
- support children's and parents' awareness of healthy lifestyles further, particularly in relation to healthy lunch boxes
- ensure that good hygiene routines are consistently followed throughout the day, to help minimise the spread of infection.

## Setting details

<b>Unique reference number</b>	2596849
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10264517
<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>	0 to 9
<b>Total number of places</b>	4
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Aldershot, Hampshire. She operates from 8am to 4.30pm, Tuesday to Friday, term time only. The childminder holds a relevant childminding qualification at level 3.

## Information about this inspection

### Inspector

Sonia Panchal

### 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 showed the inspector the premises and discussed how she ensures it is safe and suitable for children. She spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through written feedback.
- The childminder provided the inspector with a sample of relevant documentation on request, including the suitability of adults living on the premises.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

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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