

Childminder report

Inspection date:

29 November 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder relies heavily on his co-childminder to make adequate risk assessments of rooms where minded children sleep. As such, children are safeguarded in these rooms. However, the childminder's understanding of identifying risk requires improvement in order for him to be able to manage the setting independently should his co-childminder be absent. The provision for leadership and management is therefore not yet good.

Despite this, the childminder has developed positive relationships with children. His positive, energetic nature motivates children to dance, run and jump. Children are often on the move, laughing, learning and having fun. They develop a sense of awe and wonder with stories. The childminder reads with passion, acting out characters and singing the text. Children kneel close to the books, leaning over the pages enthusiastically. Babies are inquisitive and investigate new items. Older children are keen to talk about what they know and enjoy sharing family experiences with others. Children show confidence when meeting new people. They treat each other with care and respect.

Children love to explore the garden. They use chalk to write their names on walls. They jump in model cars and cruise around the patio. They understand the rules of where they can go and how to use the equipment. As a result, children learn how to keep themselves and each other safe.

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

- At the time of the inspection, the childminder was not aware of potential risks posed by live exotic animals that are kept in tanks in a room where minded children sleep. To date this has not posed a risk to children as his co-childminder has taken responsibility for the relevant risk assessments. However, the childminder does not have the knowledge needed to ensure suitable precautions are in place should his co-childminder not be present.
- On the whole, the childminder communicates well with his co-childminder. He occasionally uses assistants, and ensures that they are kept up to date with any changes to the provision's policies or procedures. He shares detailed information about the children they support to ensure that all staff can address any gaps in children's development.
- The childminder plans topics that follow children's interests. After reading the book 'The Very Hungry Caterpillar', the children observed the transformation of real caterpillars into butterflies, which they then released. When children observed a bee colony outside, the childminder planned a topic that examined the lives of bees. These well-sequenced topics give children a deeper understanding of the natural world by linking what they have read to their own

experiences of wildlife.

- The childminder encourages older children to use a wide vocabulary. When a child talks about the 'white bits' around their satsuma, he supports them to describe the pith. However, at times the childminder does not offer a wide enough vocabulary to toddlers as they investigate their world. This means that very young children are not always given the language they need for their ongoing development.
- The childminder provides some opportunities for children to explore different cultures. For instance, children try food from other countries and share news of their holidays abroad. However, children are not offered a range of experiences that more fully examine cultures or ethnicities other than their own. This means that children are not sufficiently supported to gain the skills and understanding needed to celebrate cultural difference as they grow.
- Parents praise the childminder for his open communication and flexibility. They see the progress their children make, particularly with their fine motor skills and in their communication and language. In addition, parents feel the childminder works very well with specialist agencies to address any developmental gaps that have been identified.
- The childminder plans immersive and engaging activities for the children. For instance, he energetically reads 'We're Going on a Bear Hunt' to older children, emphasising language that explores sound and movement. He supports children to act out the narrative, using an obstacle course modelled after the story. This motivates children to re-enact the story again and again as they explore the language through role play. As a result, children learn the meaning of new words quickly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of his responsibilities to report concerns about children in his care. He understands his obligations under the 'Prevent' duty to identify and report extremist views that might lead to radicalisation. He is able to identify the indicators of female genital mutilation. The childminder has appropriate procedures in place for recording and reporting on accidents and for the storage and administering of medication.

What does the setting need to do to improve?

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

	Due date
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develop a secure awareness of the procedures in place to support the safe and efficient running of the childminding setting, to be able to work independently in the event that the co-childminder is not present.	15/12/2022
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To further improve the quality of the early years provision, the provider should:

- make better use of opportunities that arise to build on children's interests to extend their emerging vocabulary
- provide opportunities for children to explore cultural and ethnic diversity that deepen their understanding of and ability to celebrate difference.

Setting details

Unique reference number	EY401638
Local authority	Hampshire
Inspection number	10228518
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 12
Total number of places	16
Number of children on roll	16
Date of previous inspection	7 February 2017

Information about this early years setting

The childminder registered in 2009. He lives in Andover, in Hampshire. The childminder works with a co-childminder and occasionally with one of two assistants. He works from Monday to Friday, throughout the year, except over Christmas. The childminder has a relevant childcare qualification at level 3.

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 childminder spoke to the inspector about his intentions for children's learning.
- The inspector observed the quality of teaching during activities. He assessed the impact this had on the children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the areas of the premises used by children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of adults living in the home.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder and the co-childminder.

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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