

Childminder report

Inspection date:

2 March 2023

Overall effectiveness

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children form good relationships with the childminder and her assistant. They go to the childminder for reassurance when new people visit the setting, and she offers cuddles and reassurance. This helps children to feel safe and secure. The childminder is attentive and meets children's personal care needs well. For example, children wash their hands before snack time. However, the childminder does not always help children to understand the reasons for the practices in place to support their good health, such as the importance of handwashing.

Interactions are positive and children receive praise and encouragement. This helps to promote their self-esteem and confidence. The childminder provides a home-from-home environment where children are happy in their surroundings. They confidently select from the range of toys available. For example, children pick up the dolls and give them their bottles. Children generally behave well and demonstrate they understand what is expected of them. However, the childminder does not always provide activities appropriate for the age group. Children use tools to develop their fine motor skills, such as rods to pick up the 'fish' in the activity. However, when the childminder questions children about the numbers on the fish, they lose interest as they are too young to understand.

Children enjoy outdoor play and exercise daily. The childminder takes children on walks to the local park and trips to the zoo. This provides opportunities for them to be physically active.

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

- Since the last inspection, the childminder has made some progress. She has also appointed a new assistant, which is having a positive impact on practice. Risk assessments are now in place and the childminder conducts daily checks of the indoor and outdoor areas. In addition, the childminder is working with parents more closely to support children with English as an additional language (EAL). The childminder has learnt new words in the children's home language. She uses these to support the children in their play, and to meet their personal needs.
- The childminder has taken steps to improve her knowledge and understanding of how children learn. She has undertaken training, and is taking advice from other childminders. She observes the children and plans next steps for them, based on her observations. However, some of the activities provided are not developmentally appropriate for the age of children attending. As a result, they sometimes struggle with her expectations of them. Nevertheless, all children, including those with EAL, are making progress in their development since starting with the childminder.
- The childminder and her new assistant work well together. They use a new

online recording system effectively to provide daily updates and information for parents. This provides daily updates of the children's activities. It enables parents to view and share photographs of their children with family members abroad. The childminder and assistant both benefit from observing each other's interactions and activities. They provide feedback to each other to help to improve practice.

- The childminder has not made notifications regarding changes to her health and new temporary household members. Although this is a breach of requirements, discussions took place with the childminder and she understands her responsibilities now to notify Ofsted of significant events.
- The childminder has made links with the local schools. However, she has not created partnerships with other settings that children attend, to exchange information. This does not support continuity and consistency in children's learning. Parents speak well of the childminder. They say their children are happy and they like the new online learning platform. Parents report that their children have made progress since attending the childminder's setting and they value her support and advice. The childminder collects detailed information from the parents about their children's individual needs and routines. She uses this information to help ensure children settle well.
- The childminder and her assistant read stories and sing familiar songs to the children throughout the day. Children join in with action songs pointing to the different parts of their bodies. For example, they enjoy waving their arms about pretending to be octopuses, as the childminder tells them a story about the sea. Activities such as these help children to develop their communication skills and language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how to safeguard children. They recognise the possible signs of abuse and neglect. The childminder and her assistant complete regular training to ensure their knowledge is current. They are aware of safeguarding issues, including the risk of exposure to extreme views and behaviour. They know the procedures to follow if they need to raise concerns about children's welfare to other agencies. The childminder has a paediatric first-aid certificate. This helps her to provide the appropriate care in the event of an accident. The childminder understands how to deal with allegations against herself or her assistant.

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:

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| | Due date |
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| ensure that activities and experiences are targeted more effectively to reflect the learning needs of those taking part | 07/04/2023 |
| develop partnership working with other settings that children attend and exchange detailed information to support continuity and consistency in children's learning | 16/03/2023 |
| ensure hygiene practices are implemented consistently and children understand the importance of healthy routines. | 16/03/2023 |

Setting details

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| Unique reference number | 110719 |
| Local authority | Hampshire |
| Inspection number | 10261099 |
| 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 11 |
| Total number of places | 6 |
| Number of children on roll | 12 |
| Date of previous inspection | 14 October 2022 |

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 and now works with an unqualified assistant.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- 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.
- 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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