

Childminder report

Inspection date: 30 March 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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

Weaknesses in the organisation of the provision have a significant impact on the quality of care and education that children receive. The childminder has not fully considered the implications of increasing the number of children she cares for at any one time. Although she employs an assistant, the childminder has not ensured she can meet the individual learning needs of all the children present. This is particularly evident when they mind more than three children each in the early years age range. For example, when children are disruptive or become upset, the childminder and her assistant cannot respond in a timely manner because they are busy with other children. This also means some quieter children are left to their own devices. This does not ensure all children receive an appropriately planned curriculum, engage in meaningful learning or make the progress they are capable of.

Despite these weaknesses, children have opportunities to play outdoors in the fresh air. The childminder encourages children to play outdoors in all weathers. Children spend time mixing potions in the mud kitchen. They take risks as they climb the steps to the top of the slide. They paint the outside of clear umbrellas that the childminder's assistant hangs from a washing line. Children look for worms in the dirt and cheerfully say hello to the childminder's guinea pigs as they run past the cage. During these times, children laugh, giggle and thoroughly enjoy the active play.

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

- When the childminder and her assistant exceed the usual adult-to-child ratios, they are unable to demonstrate they can meet all children's needs. The childminder is unable to provide children with effective care and education and, at times, the environment feels hectic. The childminder has not fully considered the impact of very young children's individual needs on the whole group. As a result, children who happily play together without incident do not receive much interaction. This hinders children's learning. Although the childminder wants to help all the families that she works with, she has not recognised the negative impact on all children's learning and development when she is caring for an increased number of young children.
- The childminder encourages children to develop good manners. For example, during snack time, they say 'please' and 'thank you'. However, the childminder does not do enough to support older children to help them develop self-control when upset or frustrated. Her attempts to resolve conflict are not effective. For instance, when children argue over toys, the childminder asks them to stop what they are doing but does not provide them with an explanation about why they need to stop. As a result, children do not learn simple rules to help them

manage their own feelings and understand those of others. This disrupts children's learning and leaves them feeling unsettled.

- The childminder does not meet young children's intimate care needs with dignity and sensitivity. For example, she changes children's nappies in the lounge, in view of other children. Older children, who are naturally curious, are not encouraged to offer space to their friends. As a result, children do not learn about privacy or the importance of respecting their own and others' bodies and keeping themselves safe.
- The childminder has not established effective routines for key times of the day. For instance, children sit at the table and wait for over 20 minutes for their snack. While waiting for their food, the childminder's assistant reads a story and chats with older children. Some children are able to maintain focus, but younger children become disengaged and distressed, leading to a chaotic atmosphere. This does not meet children's needs or help them gain the skills they need for their future learning.
- The childminder evaluates her provision and has made some positive changes to her educational approach. However, because the curriculum is still in its infancy, the childminder has yet to embed it securely and monitor its effectiveness. In addition, the childminder and her assistant are not able to give all children the support and attention they need to engage with the curriculum and move forward with their learning.
- Children do enjoy some activities, such as a music session the childminder has arranged at her home. They happily run to greet the music teacher as she arrives. They join in with familiar rhymes, shake instruments and move their bodies in time to the music. These experiences support their creativity as well as their physical skills.
- The childminder has established good relationships with parents and external professionals. Parents are positive about the care and support their children receive. They value the flexibility and regular communication from the childminder.
- Children settle quickly and display secure attachments to the childminder. They seek reassurance when they need it, climbing on the childminder's lap for a cuddle. The childminder and her assistant have warm and calming natures, which helps children to feel welcome.

Safeguarding

The arrangements for safeguarding are not effective.

The weaknesses in care practices relating to children's privacy and dignity impact on children's understanding of how to stay safe. However, the childminder and her assistant have a good knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. They understand the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. The childminder knows the procedure to follow if an accusation is made against herself, her assistant or a member of her household. The childminder and her assistant complete training to support their

role and ensure that their knowledge remains up to date. They review the resources on offer regularly to ensure that they are safe and age-appropriate.

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 that exceptions to the usual adult:child ratios are only made where the individual care and learning needs of all children can still be fully met	04/05/2023
implement effective and positive strategies for behaviour management, so that children learn to manage their own feelings and behaviour in an appropriate way	04/05/2023
ensure care routines such as nappy changing promote privacy, dignity and respect for all children	04/05/2023
ensure all children benefit from high-quality interactions to help them engage with a broad curriculum that meets their needs, to ensure they make good progress in their learning.	04/05/2023

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

- establish routines that do not leave young children waiting for long periods of time, particularly at snack time.

Setting details

Unique reference number	EY481766
Local authority	Hampshire
Inspection number	10276495
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	0 to 4
Total number of places	10
Number of children on roll	10
Date of previous inspection	18 July 2017

Information about this early years setting

The childminder registered in 2015 and lives in Farnborough, Hampshire. She works with an assistant. She operates from 7.30am to 6.30pm, Monday to Friday, all year round. The childminder and her assistant hold childcare qualifications at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nina Lambkin

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- Young children engaged with the inspector throughout the inspection, offering toys and showing her the pictures they had drawn.
- The inspector observed the interactions between the childminder, her assistant and the children.
- Relevant documentation was checked and discussed, such as policies and procedures and training certificates. The inspector checked evidence of the childminder's suitability and the suitability of her assistant and other household members.
- Written and verbal feedback from parents was received by the inspector, who took account of their views.

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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