

# Childminder report

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Inspection date:

16 May 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

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**

Although children are happy and at ease in the childminder's care, their safety is not fully assured. At times, the childminder does not supervise children effectively or risk assess vigilantly enough. However, children enjoy their time with the childminder and demonstrate that they feel at home. They enjoy spending time with the childminder's pet dogs, who they confidently stroke and play ball games with.

The childminder knows the individual children well. She has an appropriate understanding of what she wants children to learn over time. Children happily take part in activities. Some activities help children to practise skills, such as mark making, counting and colour recognition. However, the childminder's interactions and support for children's learning during play and activities is variable. As a result, the childminder's teaching does not always meet children's learning needs well enough. This means that, although children make some progress, they do not make the progress they are capable of.

The childminder recognises the importance of children gaining confidence and social skills following the COVID-19 pandemic. Outings to toddler groups help children to form friendships with other children and meet people different to themselves. Children, at times, gain some skills to develop their independence. They are starting to become aware of some behaviour expectations, such as using good manners. However, their behaviour is not always managed suitably to ensure they develop an understanding of the behaviour expected.

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

- Weaknesses in the childminder's practice and organisation compromise children's safety and well-being. During the inspection, children opened the front door unnoticed, as it had not been secured. While children did not leave the premises, they potentially were able to. This would have exposed them to significant dangers, such as traffic on the road directly outside. In addition, the childminder has not notified Ofsted, as required, about relevant information that may impact on her registration. This is an offence. Ofsted has now been able to review this information, and there is no ongoing or significant impact relating to this.
- The childminder does not ensure that she supervises children effectively. This includes leaving children alone for short periods of time with visitors. On occasion, she does not know where children are or ensure they are within sight or hearing. On the day of the inspection, she left some children downstairs while she was upstairs emptying a potty. On returning downstairs, the children had gone through different rooms out into the garden. This means that children

could have accessed items or equipment that may have been a danger to them.

- Children do not receive consistent support for their learning and development. Although the childminder completes assessments and identifies next steps in learning for individual children, she is not always focused enough on her teaching. This leads to interactions that are not sustained effectively and which do not promote children's learning well enough. For example, at times, discussions are not built upon to promote children's language skills to a good level. In addition, the childminder is not always consistent in how she promotes children's developing independence. Sometimes, children do things for themselves, and at other times, the childminder does things for them.
- Children enjoy the activities they take part in. They have fun chalking and painting pictures of their own choice. The childminder encourages children to join in with a small number of their favourite songs and rhymes. Children show they are learning the actions and words to these. However, the lack of consistent support and good-quality interactions during play and activities means that children often lose interest quickly. Nonetheless, the childminder does teach some basics adequately, such as promoting older children's mathematical awareness. As a result, older children are confident in recognising and using numbers.
- The childminder sometimes does not manage the children's behaviour well. She does not always use effective strategies, such as those that promote children's behaviour in a more positive way. In addition, she does not consistently develop children's understanding of the behaviour expectations. For instance, the childminder tells children they 'must not' do something and provides little explanation about why. This does not help children to gain the knowledge they need to learn how to behave in an acceptable way.
- Children build good relationships with the childminder, who is kind and caring. She offers children cuddles and reassurance when they need it. The childminder values children's achievements and efforts, such as admiring the paintings children have done. She follows appropriate hygiene practices, including ensuring that the children have cleaned their hands and that the table is clean before they eat.
- Parent feedback is positive. They think highly of the childminder and the care she provides. Parents comment they can see the progress their children are making, such as in their language skills. The childminder communicates well with parents and provides daily feedback and information about children's development and next steps in learning. This helps to keep parents informed about their child's day, learning and progress.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not assess all risks to children, to help keep them safe. This exposes children to potential hazards. The childminder does not consistently supervise children to ensure they are safe at all times. However, the childminder does have a suitable understanding of child protection. She knows how to

recognise potential signs that may mean children's welfare is at risk and has an appropriate knowledge of referral processes. The childminder takes appropriate steps to manage the care of her dogs alongside children. For instance, the dogs are treated with flea and worm medication.

## 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 children are supervised effectively and are within sight or hearing at all times, including with visitors and in all areas of the premises	06/06/2023
ensure risk assessments are effective to minimise any potential dangers to children, particularly in relation to the security of the premises so that children cannot leave unsupervised.	06/06/2023

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

- gain a better understanding of how to manage children's behaviour and implement effective strategies to develop their understanding of expected behaviour
- provide consistently good interactions and implement the curriculum learning intentions effectively, to ensure all children receive effective support for their learning.

## Setting details

<b>Unique reference number</b>	EY365349
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10287761
<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>	2 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	6 March 2018

## Information about this early years setting

The childminder registered in 2008. She lives in Aldershot, Hampshire. The childminder offers her service from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. She receives funding to provide free early education for children aged two, three and four.

## Information about this inspection

**Inspector**  
Sheena Bankier

## 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 childminder.
- The childminder spoke to the inspector about children's learning and development and explained her curriculum learning intentions.
- The inspector observed the interactions between the childminder and children, indoors and outdoors.
- The views of some parents were gathered through a discussion and written feedback previously provided to the childminder.
- The inspector chatted and interacted with the children during the inspection.
- Discussions were held with the childminder at appropriate times during the inspection.
- A sample of relevant documentation was viewed, including the childminder's paediatric first-aid certificate.
- The ongoing suitability of the childminder and her household members was reviewed during 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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Piccadilly Gate  
Store Street  
Manchester  
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