

Childminder report

Inspection date:

13 June 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

On occasion, the childminder exceeds her registration and cares for five children. At these times, she does not support their individual and learning needs effectively. This does not have a significant impact on children's safety. The childminder supervises them during these times, but does not purposely support their specific learning needs.

The childminder incorporates children's independence skills within her daily routine. Children enjoy doing things for themselves. They are keen to wash their hands without help, and toddlers practise using the toilet instead of a potty. However, children are not always able to access resources to enable them to do tasks on their own, without adult support. For example, they are not able to cut fruit because they do not have access to plastic knives.

Children are encouraged to talk about pictures that they lovingly draw of their families. They eagerly describe these pictures to adults. The childminder models how to share praise. This teaches children the importance of helping others feel good about their achievements.

Children have built strong bonds with the childminder. They are reassured and comforted by her positive and nurturing manner. Some children demand significantly more of the childminder's emotional support. However, she is unable to give them all of her attention, due to the individual needs of other children. As a result, they quickly become unfocused and struggle to cooperate with others.

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

- The childminder does not consistently maintain the required ratios as set out in the 'Statutory framework for the early years foundation stage'. This is a breach of requirements. At these times, children's learning needs are not always best supported. For instance, while children are finishing their lunch or being settled, other children are not always given the attention or conversation they need to enable them to fully explore resources that interest them.
- The childminder talks positively to children, treating them with respect and care. She closely monitors the emotions of more vocal children when they are struggling, and responds with praise or reassurance when they find things difficult. This supports children to persevere at challenging tasks. However, sometimes, this means that quieter children receive less attention and sit for short periods without an activity or direction. In addition, the range of resources provided does not always motivate children to engage in purposeful play.
- The childminder works effectively with parents. She provides detailed updates in communication books that are sent home daily. Parents are positive about the

childminder. They report that their children are making progress in counting, and in their understanding of letters and sounds. Parents say that their children ask to see the childminder each day. Parents praise the childminder's regular communication, including the sharing of photographs that show what the children have been learning.

- The childminder introduces children to new words during activities such as exploring sensory experiences. For example, she prompts children to describe the texture and colour of fruits. She helps them understand the meaning of 'furry' by encouraging them to explore the skin of a kiwi fruit. This means that children can link new language to their own experiences.
- The childminder plans healthy eating experiences. However, not all of these tasks are well matched to the developmental level of the children. Toddlers are unable to use a metal knife to cut food on their own. They struggle significantly to thread soft fruit onto thin kebab sticks. In the same activity, very young children are not given enough varied things to do and engage them, and just sit and watch others. As a result, children quickly become stuck without the support they need. This impacts on the behaviour of some children as they become disengaged.
- The childminder is enrolled on a government mentor scheme that offers support from early years professionals. This has helped her to improve how she completes the progress check for children aged between two and three. She supports and works closely with her assistant. They jointly assess what children know and can do, and identify areas in which children need additional support well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps all children within sight or hearing at all times. She has a good understanding of how to safeguard children. The childminder can identify the signs of abuse and knows how to report any concerns to the relevant authorities. She attends regular safeguarding briefings. The childminder and her assistant keep their safeguarding knowledge up to date. She records and reports on accidents appropriately and has effective first-aid procedures in place. The childminder continually evaluates new activities and takes prompt action to reduce any unforeseen risk. She conducts daily risk assessments of all areas of the house which children have access to.

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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ensure that the ratio requirements are met at all times, so that the needs of all individual children are consistently met.	11/07/2023
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To further improve the quality of the early years provision, the provider should:

- strengthen the organisation of activities and resources so that children are given engaging tasks, appropriate to their developmental level
- develop activities so that all children are given the opportunities needed to build on their abilities and become independent learners.

Setting details

Unique reference number	2629247
Local authority	Hampshire
Inspection number	10285872
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Portsmouth, Hampshire. She operates Monday to Wednesday from 7.30am to 6pm, Thursday from 7.30pm to 4.30pm, and Friday from 7.30am to 5pm, for most of the year. The childminder is able to offer funded places for the education of children aged two, three and four years. She holds an appropriate early years qualification at level 3. The childminder works with an assistant every Wednesday, Thursday and Friday.

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 childminder and has taken that into account in his evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents provided feedback to the inspector, who took account of their views.
- The inspector carried out a joint evaluation of an activity with the 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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