

Childminder report

Inspection date:

16 October 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

Although the childminder has good relationships with the children, there are weaknesses in her practice. This prevents children from learning as much as they could. The childminder wants children to achieve well but weaknesses in her teaching hinder children reaching their full potential. The childminder does not gain sufficient information from parents and carers to build on what children know and can do. Nevertheless, children are making some progress. They are happy and secure in their surroundings.

Children are familiar with some of the childminder's expectations for behaviour. For example, they know they must put their coats and shoes on to go outside and to clean their hands before having snack. Interactions are positive and children receive praise and encouragement. This helps to promote their self-esteem and confidence.

The childminder looks at books and sings familiar songs to the children. They excitedly join in with songs, such as 'The wheels on the bus' and enjoy doing the actions, especially the 'beep beep' for the sound of the horn. This helps to promote children's communication and language skills.

Children enjoy outdoor play and exercise daily. The childminder talks to the children about the changing colours of leaves on the trees. She tells children that green ones are the new leaves, and the brown ones are dead, which is why they are on the ground. The childminder takes children to local facilities such as the garden centre and pet shop. This provides opportunities for them to learn about the world around them and 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 developed a better knowledge of how to safeguard children. She now has a good understanding of the process to follow if she has concerns about a child in her care. She has reviewed the environment to make sure the premises and resources are safe for children. For example, she has created more space by removing some furniture. Children now sit and eat their meals at the table. She encourages them to sit down while eating to help reduce the risk of choking.
- The childminder has made some improvements to the quality of education she provides. She has created a long-term plan for the experiences she wants to provide for the children, which include outings to extend their knowledge. However, although she has clear intentions for the curriculum and demonstrates an understanding of how children learn, she sometimes struggles to deliver this in practice. Activities are not consistently pitched at the right level. As a result,

children lose interest and do not stay focused on activities for any length of time. Children do not develop the strong attention skills they need to make good progress in all areas of their learning.

- The childminder reminds children to say please and thank you, which helps children to learn about manners. However, she is not consistent in her approach to manage children's behaviour. When it is time to tidy up, children hold onto the toys, and the childminder's attempts to remove these toys result in noisy squeals. She subsequently gives in and allows the children to keep them. This does not help children to make good progress in their personal, social, and emotional development and always understand the rules.
- Parents speak well of the childminder. They say their children are happy. Parents report their children have made progress since starting and they value the childminder's support and advice. The childminder collects basic information from the parents about their children's individual dietary needs and routines. She does not always gain information about children's developmental starting points. The childminder does not work with, or gather relevant information from, other settings that children attend. This does not support continuity and consistency in children's learning. It does not ensure children make as much progress as they could.
- The childminder does not keep records effectively for the efficient management of her setting. Required documentation and records are disorganised and not readily available for inspection. However, this does not currently impact on the safety of the children.
- The childminder is kind and caring and has formed warm attachments with the children. However, on occasions the childminder does not respond promptly to children's care needs. For example, some children have runny noses, at times.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the possible signs and symptoms that indicate children may be at risk of harm or abuse. She knows the procedures to report child protection concerns or allegations made against adults working with children. She undertakes training to help to ensure her knowledge remains up to date. She has a secure understanding of a wide range of safeguarding issues, including non-mobile baby bruising protocols and domestic violence. The environment is secure and procedures are in place to support children's safety.

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
--	-----------------

continue to develop an understanding of how to implement an effective curriculum and provide activities that meet the needs of the children	30/10/2023
ensure behaviour management strategies are consistently implemented	30/10/2023
work with and gather relevant information from parents, and settings children attend, when they first start and continue to do this to ensure consistency of care and education	30/10/2023
ensure that required documentation is maintained effectively, and is available for inspection.	30/10/2023

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

- develop more robust practice around hygiene routines.

Setting details

Unique reference number	EY333199
Local authority	Southampton
Inspection number	10299698
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 14
Total number of places	12
Number of children on roll	7
Date of previous inspection	2 June 2023

Information about this early years setting

The childminder registered in 2006. She lives in Southampton, Hampshire. She occasionally works with an assistant. The childminder offers care from 6.30am to 6pm on Monday and from 8am to 6pm, Tuesday, Wednesday and Friday. She is qualified to level 3 in childcare and education.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023