

Childminder report

Inspection date:

8 February 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

There are some inconsistencies in the quality of teaching for children. Older children generally have a better learning experience in the childminders' care than younger children. Although younger children enjoy playing and exploring at the childminder's setting, they are distracted by constant background noise from the television. This prevents them from concentrating on their play and learning. That said, children demonstrate they feel secure. They approach the childminder for cuddles and comfort. Children freely access a range of toys and resources that help to motivate them to play. They enjoy building with blocks, for instance and exploring dinosaurs. They make choices about what to play with.

Children are learning to play with others and share toys. Older children play cooperatively and are positive role models for younger children. They show them what to do, for example, and how to play. Children listen to what the childminder says and respond swiftly to her requests, such as to help tidy up before lunch. They show positive attitudes and behaviour to each other and the childminder. Children are developing some skills to support them to move on to the next stage in their education.

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

- The childminder has failed to notify Ofsted about changes to her household. However, Ofsted are now aware of these changes and robust risk assessments are in place to help keep children safe. On this occasion, Ofsted will not take any further action.
- The childminder has a basic curriculum in place to support children's learning and development. However, this is not implemented effectively. Although the childminder has high expectations for older children, she is less ambitious in her aims to teach younger children. In addition, the environment is not fully effective in supporting children's learning. For example, the television was constantly on during the inspection. This had a significant impact on children's ability to concentrate on activities. Additionally, the constant background noise does not support younger children to develop their communication and language as they are not able to clearly hear sounds and words.
- The childminder successfully plans some activities that capture children's interests. For instance, children enjoy exploring dry cereal in a tray. Older children investigate quantity and younger children practise filling and emptying pots. This helps to support their mathematical understanding and problem-solving skills. Younger children also have fun playing with blocks, stacking up towers and knocking them down. However, the childminder does not notice when they become distracted and lose interest, and therefore does not build on their interest to extend their learning.

- Older children manage their self-care needs well. They are supported and encouraged by the childminder to develop their independence. However, the childminder does not have the same high expectations for younger children. She completes tasks that children could try and manage themselves, such as wiping their own hands. This means they are developing their independence at a slower rate.
- The childminder offers children many opportunities to experience the wider world. For example, they visit local farms and parks. The childminder regularly meets up with other local childminders. This gives children the opportunity to meet and play with other children, supporting the development of their social skills.
- The childminder builds positive partnerships with parents. She encourages them to readily share information about their children, and provides them with advice and support. This helps build continuity for children's care and learning. Parents report that the childminder is kind and caring. The childminder keeps parents up to date with what children do in her setting. For example, she shares regular photographs with parents. This helps them to feel involved in their children's care and learning.
- The childminder works with parents to encourage them to supply nutritious meals for their children. She teaches children about good hygiene routines, such as cleaning their hands before eating. This supports children's good physical health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe and promote their well-being at all times. She knows the indicators of possible abuse and what actions to take if she has any concerns about children's welfare. The childminder attends regular child protection and safeguarding training to keep her knowledge current. She makes sure her statutory first-aid training is up to date. The childminder ensures her setting is clean and safe for children to play and learn in.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
plan and implement an ambitious and balanced curriculum that builds on what children already know and can do	08/03/2023

ensure background noise does not impact on children's ability to listen to sounds and words to help them develop their communication and language skills.	08/03/2023
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To further improve the quality of the early years provision, the provider should:

- offer more consistent support for younger children to encourage their independence.

Setting details

Unique reference number	150800
Local authority	Hampshire
Inspection number	10262934
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	10 April 2017

Information about this early years setting

The childminder registered in 2001. She lives in Whiteley, Hampshire. The childminder provides care for children from 7.30am to 6pm, on Mondays, Tuesdays and Wednesdays, throughout the year. On Thursdays, the childminder provides care before and after school, and all day in the school holidays. The childminder has an early years qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

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 this into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector completed a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.
- Parents shared their views of the setting with the inspector.

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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