

Childminder report

Inspection date:

28 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

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

Overall, the childminder provides a warm and friendly environment for children. She generally supports children to feel safe and secure in her home. Children are comfortable in her company and are building warm friendships with each other. The quality of education and children's overall experiences is variable. Children have fun and enjoy their learning. For example, they use small toys to role play real-life experiences, such as building with bricks and caring for the dolls. They choose books to hear and share new vocabulary, such as 'rough' and 'furry'. Children become engrossed in their play with their friends. However, at times, they do not receive enough high-quality interactions to challenge them and help them to build on what they already know.

Children behave well. They are helpful and polite and are learning how to share and follow simple rules. They receive plenty of praise from the childminder for their efforts and achievements. Children are independent in their play and support each other to find the clothes to dress the dolls. This demonstrates their positive attitudes to learning. Children learn good manners and to respect others. Overall, they develop an awareness of many traditional English customs and celebrations. However, the childminder is not proactive in celebrating and comparing each other's similarities and differences, with particular regard to children who speak other languages.

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

- Children spend most mornings at local toddler groups or on other outings in the local community. This provides opportunities for them to meet and socialise with other children and adults. However, the childminder has not fully considered how she ensures that her risk assessment procedures are implemented consistently on outings to groups to support children's well-being, especially when children need the bathroom. Nonetheless, this does not have a significant impact on the children's safety.
- The childminder is getting to know the children well. She obtains important information about what children understand and can do before they start at the setting. Children make many choices about their play, and the childminder follows their interests. However, the childminder does not make the most of her curriculum to plan and sequence learning precisely to ensure it is ambitious for all children.
- The childminder builds warm relationships with children in her care. Younger children approach her for the comfort of a cuddle or reassurance. The childminder models her expectations with a gentle voice and guidance.
- Overall, the childminder supports children to develop their communication and language skills well. For example, children enjoy listening to the stories she

reads. At these times, the childminder models language well and asks questions to encourage children's thinking. However, while the more confident children voice their ideas and knowledge, the childminder does not always consider how to encourage those who are quieter and less confident to talk and express themselves.

- The childminder teaches children about healthy lifestyles. She encourages parents to provide healthy lunch boxes and talks to the children about foods that are good for them. Children have opportunities to talk about good oral hygiene, and they have lots of opportunities to play outside. This keeps children healthy and develops their important physical skills.
- Children understand the routines in the setting. They learn how to manage their health and personal care needs. For example, children understand that they need to wash their hands after using the toilet and before eating. This supports children's self-care development.
- Although children who speak English as an additional language progress from where they started, the childminder does not make the best use of opportunities to represent and value fully individuals' home backgrounds and identity. This limits opportunities for children to build on what makes them unique.
- The childminder has some methods to monitor and evaluate her provision. She commits to professional training to support her knowledge and understanding of the early years requirements.
- The childminder develops appropriate relationships with parents. For example, she shares photos of what the children are doing during the day with parents. She monitors the children's progress and is able to talk about what they can do now that they could not do when they first started with her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe and demonstrates her knowledge of a range of safeguarding issues, such as the effects of radicalisation and female genital mutilation. She ensures her setting is a safe environment for children. She completes the required training to keep her safeguarding knowledge up to date. The childminder is able to recognise the signs that a child may be at risk of harm or neglect. She knows how to share these concerns to help protect children's welfare. The childminder has a current paediatric first-aid certificate. This helps her to respond appropriately in the event of an accident.

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
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ensure effective risk assessment procedures are implemented consistently on outings to support children's well-being	14/07/2023
develop knowledge of the curriculum intent to ensure it is reflective of all children's needs and focuses and builds precisely on what children already know and can do.	14/07/2023

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

- enhance opportunities for children who are less confident in speaking to talk and express themselves
- extend children's understanding of the similarities and differences between themselves and others to further develop their awareness of diversity and the wider world and to value their home backgrounds.

Setting details

Unique reference number	2699183
Local authority	Hampshire
Inspection number	10298722
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 3
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Andover, Hampshire. The childminder operates Monday to Friday, all year round, except for family holidays and bank holidays. The childminder receives funding for the provision of free early education for children aged three years.

Information about this inspection

Inspector

Anneliese Fox-Jones

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 setting.
- The childminder took the inspector on a tour of all areas of the premises to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of the childminder's paediatric first-aid training.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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