

Childminder report

Inspection date:

6 November 2024

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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

There are significant weaknesses in the childminder's safeguarding knowledge and practice that compromise children's well-being and safety.

The childminder does not have a good enough understanding of child development. She does not clearly identify what she wants children to learn during their time with her. Expectations for children's attainments are too high. The childminder does not know how to sequence children's learning appropriately. This does not help them to develop basic knowledge and skills in readiness for the next stage in their learning. For example, the childminder focuses on teaching young children about colours, shapes and numbers, despite them not yet having basic language skills. Children quickly lose focus and their behaviour deteriorates. They spend most of the time flitting from one toy to another without any purposeful learning.

The childminder does not adhere to appropriate ratios. This has an impact on the amount of attention she can give to each child. Younger children spend too much time in buggies and strapped into chairs. Interactions with children are limited and the childminder does not promote their communication and language skills well. She spends most of the time intervening when children struggle to share toys. Children, including children who speak English as an additional language, do not make the progress they are capable of.

Despite these significant weaknesses, the childminder praises children when they show kindness towards their friends and provides reassurance and cuddles when they become upset.

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

- While the childminder has attended safeguarding training, there are gaps in her knowledge. She has some understanding of the different kinds of child abuse. However, she is not clear on the processes to follow if allegations were to be made against her or other household members. In addition, the childminder does not take all reasonable steps to ensure young children are not exposed to risks. For example, she does not supervise children effectively as they walk to local parks. This does not ensure children's well-being or help them to understand how to keep themselves safe.
- The childminder does not understand how to target behaviour management effectively for the age range of the children she cares for. At times when children struggle to share, she sometimes uses physical intervention to lead children away from the situation. This does not help children to learn how to manage their emotions.
- The childminder is not familiar with the 'Statutory framework for the early years

foundation stage' requirements. For example, she does not understand the requirements relating to adult to child ratios. She regularly accepts more children than she can care for effectively. In addition, she does not understand her responsibilities to work in partnership with parents.

- The childminder maintains positive relationships with parents. However, the information she shares with them generally focuses on children's behaviour and care needs rather than their learning and development. The childminder asks parents about their children's needs and routines when they first start at her setting. She sends photographs of the children when they are out and about at the groups she attends. Although this keeps parents informed about what the children have been doing, it does not help them to support their child's learning at home.
- The childminder does not plan and provide an ambitious curriculum. Activities are not thought through and do not meet the needs of the children in her care. This means children do not gain the skills they need and do not build on their existing knowledge. As a result, the quality of education is poor.
- Children benefit from the range of outings the childminder plans across the week. They visit soft-play areas to develop their physical coordination and to engage in active play. They also enjoy regular trips to local cafes for drinks and cakes.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
develop a secure knowledge and understanding of safeguarding responsibilities, including how to respond to allegations	20/11/2024
take all reasonable steps to ensure children's safety on outings	20/11/2024

ensure behaviour management strategies are appropriate for the children's age and stage of development	20/11/2024
ensure that appropriate child ratios are maintained at all times to meet the needs of the children and ensure their safety.	20/11/2024

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

	Due date
devise and implement a comprehensive curriculum that is sequenced and builds on what children know and can do.	04/12/2024

Setting details

Unique reference number	EY422333
Local authority	Hampshire
Inspection number	10370241
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 May 2019

Information about this early years setting

The childminder registered in 2011. She lives in Andover, Hampshire. The childminder operates from 7.45am to 5pm, Monday to Thursday, for most of the year. She provides government funded early education places for children aged from nine months up to four years. The childminder holds an appropriate early years qualification at level 3. She also has a certificate in Montessori theory and methodology and follows the Montessori educational philosophy.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder showed the inspector the premises and discussed how she ensures 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
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.

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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