

Childminder report

Inspection date:

5 September 2019

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy, kind and considerate towards each other. They share warm and caring relationships with the childminder and her assistant. Children behave well and learn to share and take turns. Children have access to a suitable range of resources which they can access independently. There is a strong focus on outdoor play and children have fun in the garden. However, older children lack sustained involvement in activities and move on quickly to find something else to play with. They have opportunities to develop their mathematical skills. For example, following recent training, the childminder has enhanced the mud kitchen to provide children with resources to learn about quantity and recognise numbers. Nevertheless, children are not motivated to engage in this activity. Young children enjoy playing in the sand tray. They like to dig and rake the sand to find a few shells and rocks. However, there are not enough tools for all the children to join in and the resources added to the sand provide limited learning. Children enjoy playing together. For example, they pretend to make meals in the role-play kitchen and build with construction toys. However, children's learning is not fully extended. The childminder and her assistant do not always focus their interactions on developing children's knowledge and skills further.

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

- Children can make independent choices in their play. However, some of the resources are not sufficiently challenging. For example, older children complete inset jigsaws with ease and there are no alternative puzzles available.
- The childminder and her assistant spend time joining in with the children as they play, but there is little focus on what each child needs to learn next. Few activities are planned, and children's learning is not extended enough to enable them to develop to their full potential.
- The childminder and her assistant regularly reflect on their provision and share information. However, the childminder does not yet have systems in place to support the professional development of her assistant and evaluate the quality of her teaching.
- Following recent training on developing mathematics, the childminder has developed parts of the outdoor area. However, she does not yet evaluate the impact training has on outcomes for children.
- Effective sharing of information between the childminder and parents before children join the setting helps children to settle quickly. The childminder and her assistant know about children's individual needs, interests and what they already know and can do. However, the childminder does not effectively use information gathered to plan activities that extend children's learning and enable them to make good progress.
- Parents are informed about their children's progress and provided with support

in ways to continue their children's learning at home. Their written comments compliment the care and education the childminder and her assistant provide for their children.

- The childminder demonstrates a satisfactory understanding of the essential knowledge the children in her care require. For example, she takes children to join in outdoor activities for early years children at the local forest. This provides opportunities for children who have limited experiences of the natural world to explore and investigate.
- The childminder monitors children's progress and knows how to raise any concerns about children's learning and development with parents. She understands the importance of working with other professionals.
- The childminder provides opportunities for children to make choices in the books they read and offers a range of quality texts. For example, children enjoy finishing the sentences of rhyming stories, demonstrating their emerging understanding of rhyme.
- The childminder is sensitive to the needs of babies and young children. She ensures they have opportunities to rest and caters for any dietary needs.
- Children learn some key skills in readiness for their next stage in learning. For example, they have fun building with construction materials to make 'dumbbells' and demonstrate their ability to count to 10 as they exercise with them.
- During initial discussions, it emerged that the childminder has failed to notify Ofsted that her adult children no longer live on her premises. However, this does not have a significant impact on the safety and welfare of the children attending.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of the potential signs of abuse and wider safeguarding matters. They know what action to take if they have any concerns about children's welfare. There is a detailed safeguarding policy in place and the childminder completes regular training. The childminder evaluates risks for children and provides a safe and secure environment. However, she has not notified Ofsted of the changes to adults living on the premises.

What does the setting need to do to improve?

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

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| provide children with planned, purposeful and challenging play activities, based on their individual interests, which support their next steps and extend their learning. | 31/01/2020 |
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To further improve the quality of the early years provision, the provider should:

- develop further the supervision and professional development of assistants
- monitor the impact of training on outcomes for children.

Setting details

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| Unique reference number | EY467860 |
| Local authority | Staffordshire |
| Inspection number | 10069783 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 to 3 |
| Total number of places | 12 |
| Number of children on roll | 8 |
| Date of previous inspection | 25 July 2014 |

Information about this early years setting

The childminder registered in 2014. She lives in Newcastle under Lyme, Staffordshire. The childminder operates all year round, on Monday to Friday from 7.30am to 5.30pm. She holds a relevant early years qualification at level 6. She provides funded early education for three-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Dawn Robinson

Inspection activities

- The inspector and childminder discussed the 'essential knowledge' children in her setting require and the curriculum she intends to implement to meet their needs.
- Observations were carried by the inspector throughout the inspection. The inspector and childminder jointly discussed the learning taking place as children played.
- The inspector spoke to parents and children at appropriate times during the inspection and gathered their views.
- The inspector looked at a sample of documents, such as policies and procedures.
- The inspector checked evidence of the qualifications held by the childminder and her assistant, and checked evidence of the suitability of people living and working on the premises.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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