

Childminder report

Inspection date:

16 October 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled in the childminder's care. They have good relationships with her and her assistant. The childminder knows children well and is fully aware of their backgrounds and previous experiences. However, the learning environment is not stimulating enough; the way resources are organised does not enable children access to a good enough range of child-initiated activities. Children show an interest in learning. For example, they try to work out how a musical ball or the castanets work. However, children do not benefit from good-quality teaching that extends these interests in a language-rich environment. This does not best support children's communication and language development, especially for those children who speak English as an additional language or with special educational needs and/or disabilities.

Children enjoy snack times. They are eager to try new tastes, such as blackberries. Children are keen to have their wellington boots and coats put on to use the outdoor trampoline to bounce and to help feed the pet rabbits. This gives them fresh air and exercise to support their physical development.

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

- The childminder has arrangements in place to observe and assess children's learning. She is able to identify significant gaps in children's learning and work with parents and other professionals to try to address these.
- All children are fully included in activities. Children enjoy exploring the texture of shaving foam. The childminder's assistant introduces favourite toy cars for those children unsure about getting involved and she is responsive to children's needs during the activity. However, in general, teaching lacks inspiration, and this means that children do not make good enough progress. Opportunities to promote children's independence are not used effectively.
- Children show excitement when other familiar children arrive. They enjoy playing with musical instruments and listening to the sounds that they make. Children accompany this with jumping and hopping from one foot to another.
- The childminder is unclear about how to evaluate her and her assistant's practice, especially the quality of teaching. For example, she is unable to accurately identify the weaknesses in her assistant's teaching. This limits her ability to address and improve this.
- During the inspection, children behave well. The childminder talks of particular behaviour management strategies she uses if children behave inappropriately. These methods are not always age appropriate or used in a way that promotes children's well-being.
- Feedback from parents is positive. For example, one parent comments that the childminder is very calm and patient with her child. Another parent states that

the childminder and her assistants are 'caring people'. While the childminder works well with other professionals involved with children, partnerships with other providers, where children attend more than one provision, are much less well established.

- Suitable action has been taken by the childminder to address actions raised at the last inspection. The childminder has taken part in some professional development since the last inspection, but this has yet to benefit the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of the signs and symptoms of abuse. Any concerns are reported, and the childminder shows an ability to work with other professionals in order to protect children from potential harm. The childminder is clear about needing to supervise children at all times and, in particular, when people whose suitability has not been checked are working on the premises. The childminder understands when to notify Ofsted about changes to circumstances and adapts her childminding arrangements to take account of these. Risk assessments are generally effective. Any required records are generally maintained appropriately.

What does the setting need to do to improve?

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

	Due date
provide a more stimulating learning environment that gives children a wider range of child-initiated activities to select from and increases their levels of engagement	15/11/2019
improve the educational programme for children's communication and language development so that children benefit from a language-rich environment and make good progress in this aspect of their development	15/11/2019
ensure that strategies for managing children's behaviour are age appropriate and do not adversely affect children's well-being	01/11/2019

ensure that there is a two-way flow of information between providers when children attend more than one setting.	01/11/2019
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To further improve the quality of the early years provision, the provider should:

- improve understanding of how to accurately evaluate practice and to improve the quality of teaching so that it reaches a good standard
- increase expectations about children's ability to do things independently.

Setting details

Unique reference number	EY540248
Local authority	Peterborough
Inspection number	10086122
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	12
Number of children on roll	8
Date of previous inspection	20 November 2018

Information about this early years setting

The childminder registered in 2016. She operates Monday to Sunday all year round, except for family holidays. The childminder works with two assistants. The childminder holds a childcare qualification at level 4.

Information about this inspection

Inspector
Anna Davies

Inspection activities

- The inspector had a tour of the childminder's home and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and the childminder completed a joint observation of an activity which was delivered by her assistant.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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