

# Childminder report

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Inspection date:

6 November 2019

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## **Overall effectiveness**

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## **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 and settled in the childminder's care. They behave well and have good relationships with each other and the childminder. However, children do not benefit from a childminder who has an up-to-date and good understanding of the early years foundation stage learning and development requirements.

Children are kept safe. They show that they are comfortable in the childminder's home. However, opportunities for children to make choices and decisions about what they want to play with are limited. This means that they do not have enough opportunities to extend and follow their own play ideas.

Children enjoy books and at a young age are beginning to learn to look at these independently for pleasure. However, sometimes, when reading with children, the childminder does not best support children's language development. She repeats incorrectly pronounced words to children rather than clearly saying the correct version to encourage children's developing vocabulary.

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

- The childminder has been childminding for many years. However, she has not prioritised her professional development. This was raised as a recommendation at the previous inspection but has not been sufficiently addressed. She has not kept herself updated or refreshed of changes, particularly in relation to the learning and development requirements.
- There are no clear systems in place to measure children's ongoing progress over time. This does not enable the childminder to know if children are working within the typical expectations for their age, across all areas of learning.
- The childminder knows when to sit back and observe children and when to step in to offer support. For example, children show an interest in how wind-up toys work. After showing them how to do it, she sits back and watches as a young child perseveres with trying to operate the toy for themselves. She waits for the child to indicate that they want help, before offering it.
- The childminder offers flexible care arrangements and has children's best interests at heart when settling them in.
- Children enjoy outings. For example, they go to the shops with the childminder. They purchase items, bag them up and then unpack them again once home. Children are beginning to learn some names for these items.
- The childminder has some knowledge of the children she currently cares for and is beginning to use this to plan activities to support their needs. For example, the childminder watches as children explore play dough for the first time. She correctly observes that children use the dough in different ways. She helps those less confident to touch, feel and smell the dough.

- Children freely access their drinks and parents provide food for their children to eat at lunchtime. The childminder can provide suitable snacks for children at their parents' request. This adequately promotes their health. However, nappy-changing procedures do not reduce the risk of cross-contamination. The childminder uses the same towel to lie numerous children on to change their nappies. This cannot be cleaned between each child's use. Therefore, the risk of cross-contamination is increased.
- Children are used to the childminder's three dogs. The childminder's home is adequately clean and the childminder is mindful of ensuring her garden is checked and suitable before children use it. The childminder does adequate risk assessments, for example, when a new fish tank is installed.
- The childminder shares information with parents on a daily basis. She receives good information from parents about children's routines at home. This enables her to meet children's changing care needs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable understanding of the signs and symptoms of child abuse. She understands where to report any concerns she may have and how to keep records of these. The childminder has an awareness of wider safeguarding issues and how these might affect any young children she cares for.

## What does the setting need to do to improve?

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

|   | Due date   |
|---|------------|
| undertake appropriate training and professional development opportunities to ensure that children receive consistently good-quality learning and development experiences                                  | 06/02/2020 |
| establish clear methods for the ongoing assessment of children's learning and development so that their progress can easily be measured and any cause for concern can be swiftly addressed and supported. | 06/02/2020 |

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

- consider the availability of a wider range of resources that help children to make more independent choices about what they wish to play with and promote their focus on learning more effectively
- ensure that children are effectively supported as they learn and develop their use of new vocabulary
- ensure that nappy-changing procedures effectively minimise the risk of cross-contamination.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 222527  |
| <b>Local authority</b>             | Cambridgeshire  |
| <b>Inspection number</b>           | 10062097  |
| <b>Type of provision</b>           | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder   |
| <b>Age range of children</b>       | 2 to 10   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 12  |
| <b>Date of previous inspection</b> | 7 June 2016   |

## Information about this early years setting

The childminder registered in 1994. She lives in Huntingdon, Cambridgeshire. The childminder operates Monday to Friday from 7am to 7pm, all year round, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Anna Davies

### Inspection activities

- The inspector looked around the childminder's home and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.

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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