

Childminder report

Inspection date:

18 December 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The curriculum children experience is not ambitious enough and does not provide them with consistent challenge. The adult-led activities they take part in do not always build on what they already know and can do. At times, teaching is poor. For example, when children ask questions during activities, the childminder does not provide them with explanations to improve their learning. She does not ensure that some activities are age appropriate. During some craft activities, the youngest children are expected to sit and observe the older children and there is minimal effort made to include them. Nonetheless, at times, the activities children choose for themselves capture their interest and they engage well. They carefully stack plastic cups and use their smaller physical skills to mould shapes with coloured sand.

Children join in singing songs they have learned and enjoy listening to stories the childminder reads. This enables them to develop their use of the English language. Children develop a suitable bond with the childminder and show that they feel safe in her care. However, children do not receive clear guidance from the childminder about acceptable ways to behave. This, at times, means children's behaviour and attitudes are not good. They do not always listen to or respond promptly to instructions or requests the childminder makes.

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

- The childminder does not meet the requirements of her registration. However, the breaches identified do not have a significant impact on the children's safety and well-being. For example, when children become too hands-on with others or lift a small chair in the air, she immediately addresses the situation.
- The childminder is not consistent in her approach to support children's good behaviour. She often uses negative terms and tells children 'no' if they do something that they should not. She does not provide children with clear boundaries or explain to them how their actions may have consequences.
- The childminder does not have an effective system in place to develop her teaching skills. The methods she uses to evaluate her practice are not robust enough to identify weaknesses in provision.
- The childminder completes regular assessments of children to help identify gaps in their learning. This includes the progress check for children aged between two and three years. However, she does not use this information well enough to support children to make consistently good progress.
- Children do not have enough opportunities to use their imagination or develop their thinking skills to solve problems. For example, during a planned activity, the childminder provides children with pre-cut templates to use in a set way and immediately corrects them when they place glue on the wrong side.

- Children show an interest in mathematics and literacy. They count how many sides different shapes have and use colours to make comparisons with everyday items. Children become familiar with the sounds and letters of their name.
- Children develop an understanding of people and communities. For instance, every year, they help the childminder put together Christmas boxes to donate to the food bank and help those who are less fortunate than themselves.
- Children enjoy outings and playgroups the childminder takes them to. They regularly walk to a large park for the day, where they have a picnic and play on the equipment. Children enjoy travelling on buses and trains as part of these excursions.
- The childminder follows safe hygiene practices and encourages children to eat a range of nutritious snacks and meals. Children know they need to wash their hands before they eat and to stop eating when their tummy feels full. This helps them to understand how to keep themselves healthy and well.
- Parents are very happy with the care the childminder provides. They feel children do especially well in their speech and language development and gain skills in mathematics that enable them to excel when they move on to school.
- The childminder has not established effective links to the other settings children attend. This does not promote consistency for all children in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection issues. She is aware of the signs and symptoms of abuse that may indicate a child is at risk of harm. The childminder recognises her responsibility to monitor and report any concerns that she has. She knows the correct procedures to follow if an allegation is made against herself or another member of the household. The childminder ensures the premises remain secure to prevent any unauthorised person gaining access.

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
plan activities for children that are age appropriate and take into account their individual needs and stage of development, in order to provide them with challenging and enjoyable experiences across all areas of learning	29/01/2020

implement a programme of professional development that focuses on continually improving knowledge and skills, in particular to raise the quality of teaching to a consistently good level	29/01/2020
engage strategies to manage children's behaviour in an appropriate way.	29/01/2020

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

- develop the process of self-evaluation to clearly highlight strengths and weaknesses of current practice and continually drive forward improvement
- strengthen partnerships with other settings that children attend to develop more effective ways to share information about children's learning and development.

Setting details

Unique reference number	222763
Local authority	Cambridgeshire
Inspection number	10112987
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	27 November 2014

Information about this early years setting

The childminder registered in 1998 and lives in Cambridge. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Rachel Pepper

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector discussed the curriculum with the childminder and completed a joint evaluation of the activities that she provides for children.
- 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.
- 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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