

Childminder report

Inspection date: 12 February 2020

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
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

Children's safety and well-being are compromised. The childminder has a clear policy in place regarding the use of mobile phones and cameras within her home. However, she has not taken effective steps to ensure that this is implemented in practice. This has an impact on the children's personal safety. The childminder shares all information regarding the service she provides with parents. She builds close relationships with parents, who share that they are very happy with the care and learning opportunities the childminder provides. Children's behaviour is good. Children of all ages learn respect for others and are kind and considerate towards their friends. They use their manners well and are relaxed and settled in the childminder's home. Children enjoy a wide variety of activities that stimulate their curiosity and motivate them to learn. They make their own choices regarding their play, which means they can follow their interests. For example, they take time to care for the dolls, taking them for walks, making sure they are strapped into their seats. Children recognise colours and explore different textures in messy play activities. Younger children pull themselves to standing and enjoy scooping dry rice into their hands and watching as it falls through their fingers. They move around the childminder's home, building their confidence and becoming independent. However, routines for engaging parents in their children's learning at home are not established.

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

- The childminder takes time getting to know children and their parents through a gradual settling-in process. She uses this time to gather lots of information about children, which she uses to plan effectively for each child from the start. The childminder incorporates children's individual care routines into the day and uses their starting points to plan for their learning. Care routines such as nappy changing ensure that children remain comfortable throughout the day.
- The quality of teaching is good. The childminder uses her observations and assessments of children's abilities to identify areas of focus to enhance their learning even further. She shares children's learning with parents, including using photographs to reflect children's enjoyment in the activities. However, the childminder has not yet been fully successful in encouraging parents to look at ways of continuing their children's learning at home to support their progress even more.
- Children develop good dexterity. They carefully pick up dry rice and sequins using their hands or various scoops and pour them onto weighing scales. They eagerly watch as the needle on the scales moves as the rice is added, and they competently recognise which number the needle eventually reaches. The childminder encourages children to count independently and she offers them support and encouragement where needed.

- The childminder values each child as an individual and recognises that they are all unique. Children learn about diversity and the wider world. This is achieved through discussions, trying food from different countries and learning about traditions and cultural celebrations throughout the year. Resources reflect positive images of people from around the world. Children attend groups where they meet familiar adults and children who have different physical characteristics.
- Children's dietary needs and requirements are known and respected by the childminder. Children enjoy a variety of healthy foods each day, including fresh fruit and vegetables. Children learn to feed themselves and understand the need to wash their hands to get rid of germs. Mealtimes are social occasions and children's manners are good.
- Children spend time outdoors each day being physically active. They walk to and from school and visit parks. Children have opportunities to access play areas where they can use various large equipment and run around.
- The childminder has a positive approach to continually developing her knowledge and skills through a variety of training opportunities. She has recently been developing her knowledge of special educational needs and/or disabilities (SEND) to raise her awareness of caring for children with specific needs. She gathers the views of parents about the service she provides and seeks their ideas about ways she can improve further.
- The childminder has a calm and consistent approach to managing children's behaviour. She builds children's confidence and self-esteem through positive reinforcement and praise, recognising their efforts and achievements. The childminder supports children as they learn to negotiate with one another as they play. She encourages them to share and take turns with the toys.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has written procedures with regards to safeguarding. That said, she has not considered the impact of allowing the older children in her care to use their own devices in her home. The childminder has a secure understanding of the signs and symptoms of harm and neglect that she may witness and the referral procedures to safeguard children. She risk assesses all areas of her home, garden and any outings that she undertakes with children and takes steps to minimise possible hazards. Children learn about their own safety when crossing roads and using large equipment at the park.

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
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ensure that the mobile phone and camera policy is implemented effectively to ensure children's safety at all times.	17/02/2020
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To further improve the quality of the early years provision, the provider should:

- strengthen ways for parents to make their own contributions to their children's learning at home.

Setting details

Unique reference number	EY381645
Local authority	Warwickshire
Inspection number	10071391
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	24 April 2015

Information about this early years setting

The childminder registered in 2008. She lives in Bulkington, in Warwickshire. The childminder operates all year round from 7.30am to 6pm on Monday to Thursday and from 7.30am to 9am and 3pm to 5pm on Friday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 2 and a teaching assistant qualification at level 3.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- The inspector completed a learning walk. She observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector looked at documentation required for the efficient running of the childminder's provision.
- The inspector took account of the written views of parents.

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
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