

# Childminder report

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Inspection date:

25 February 2020

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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

Met

## What is it like to attend this early years setting?

### The provision requires improvement

Children are cared for in a safe, secure and clean home. They have access to a good range of toys and resources and choose for themselves what they want to do next. However, activities planned by the childminder do not link closely enough to each child's next steps to provide a good level of challenge. The activities lack stimulation and the childminder does not support children to be actively involved. This does not support children to engage fully or concentrate for long periods. Children do not make the progress of which they are capable.

Children develop strong attachments with the childminder and use these as a basis on which to build their social skills. They are happy, kind, friendly and affectionate. They frequently give the childminder and each other hugs, and tell her they love her. Children play nicely together and enjoy each other's company. For example, older children initiate 'high fives' with their younger friends to praise their efforts. Children listen to the childminder and follow her instructions, for example to tidy away the toys.

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

- The childminder knows the children well and assesses their stage of development accurately. Although she identifies next steps in learning for children, she does not build on these effectively throughout the day. For instance, she speaks simply and clearly to younger children but does not consistently encourage them to talk, even when she recognises the children would benefit from developing their language.
- The childminder plans a range of experiences for the children based on their current interests, which they are keen to take part in. However, she does not link planned activities closely enough to the children's individual learning needs. As a result, adult-led activities do not provide good challenge for each child to build on what they already know and can do and develop their curiosity and concentration. For example, she allows older children to spread icing onto biscuits they are decorating. However, their younger friends are not given this same opportunity, and the rest of the activity involves merely sticking marshmallows onto their biscuits, so there is little for them all to do. The childminder does not give children many choices during planned activities to support them to be creative and imaginative.
- The childminder provides opportunities for children to be independent and manage their self-care needs. For example, she encourages them to pour their own drinks and to slice soft fruit at snack time.
- The childminder teaches children to share and take turns and reminds them to use good manners. Older children are polite and respectful. They know to stay calm and ask the childminder for help when younger children try to take the toys

they are playing with.

- Children learn the importance of good hygiene practices. They know to wash their hands at appropriate times and to cover their nose and mouth when they cough and sneeze.
- Parents receive regular updates about their children's experiences. The childminder routinely shares information with them in a variety of ways and encourages them to tell her what children do at home.
- Since the last inspection, the childminder has developed close links with other local childminders to enable children to socialise with others. However, her self-evaluation is not effective to help her identify weaknesses in her practice and procedures, such as her failure to record when she administers medication to children.
- Older children develop some literacy and mathematics skills. They learn to count and recognise letters in their name. This helps to give them some key skills in preparation for starting school.
- The childminder recognises when children are starting to tire or need a nappy change and meets their care needs promptly. For example, she offers cuddles and sits children on her lap when they need to rest. This promotes children's emotional well-being and their feelings of security at the setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her training up to date to ensure she has a good understanding of child protection and wider safeguarding matters. She knows how to identify if a child's welfare is at risk of harm and what action to take to keep them safe. She provides a safe play area for children and maintains some required documents relating to children's health and safety, such as accident forms. However, she does not record the instances when she administers medication, which is a breach of requirements, although she does inform parents through discussion.

## 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
ensure planned activities build on what each child already knows and can do, to provide challenge that captures children's full attention and helps them make good progress	25/03/2020

improve the quality of teaching to a consistently good level to target children's individual learning needs more effectively throughout the day	25/03/2020
keep a written record each time medication is administered to a child, as required.	04/03/2020

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

- provide more opportunities for children to be creative and imaginative during planned activities.

## Setting details

<b>Unique reference number</b>	104608
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10125387
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	12 April 2016

## Information about this early years setting

The childminder registered in 1998 and lives in Paignton, Devon. She offers care from 8am to 6pm from Tuesday to Thursday, all year round.

## Information about this inspection

### Inspector

Sarah Madge

### Inspection activities

- The inspector observed children as they played and took part in adult-led activities with the childminder.
- The inspector spoke with children during the inspection and took account of parents' written feedback.
- Discussions were held with the childminder to consider her knowledge of the early years foundation stage requirements.
- Documents were sampled, including the childminder's training certificates, policies and risk assessments of her home.

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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