

Childminder report

Inspection date:

10 May 2021

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's development is not accurately assessed. Activities offered do not consistently reflect their individual needs to help children make the progress they are capable of. The childminder's expectations for children's learning is not high enough. Children's interests are not fully reflected through the curriculum, which leads to a lack of challenge. For example, when completing a planned activity linked to circles, the child involved easily recognised a circle and other shapes without being prompted, showing this was not planned effectively. It did not meet their individual learning needs or help them to develop their skills further in this area of their development.

Overall, children are safe in the childminder's care. For example, they are consistently supervised in the home and when playing outdoors. Children are given time to settle and develop their confidence after spending a large amount of time out of the setting, due to Covid-19. Children's ongoing learning and development is not consistently shared with others. This hinders the progress children are able to make in this setting. Children are well behaved and have good manners. They share and take turns and learn to listen to one another. Opportunities to learn about the wider world are limited.

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

- The childminder ensures she seeks information from parents regarding what their child can do, as well as any interests they have before they start in her care. However, she does not enable parents to share children's achievements from home, to extend children's learning in the setting. Furthermore, she does not work closely with other settings children attend. This means there are fewer opportunities to consolidate and build on what children learn elsewhere.
- The childminder helps children learn how to be safe. For example, she teaches children about road safety. When they go on walks in the locality she ensures they hold her hand and listen to instructions when crossing the road. The childminder has considered risks to children's safety in the home. She has fitted a stair gate across the kitchen door to prevent children having unsupervised access to this area. However, the childminder has misplaced her fire blanket. This means not all fire control equipment is accessible or in working order.
- Children have access to an assortment of toys and activities to allow them to play, learn and develop. They know where toys are stored and are quick to initiate their own play as they arrive at the setting. However, the childminder does not have a clear enough understanding of what children need to learn next or how to plan effectively for their individual needs. As a result, the curriculum provided does not offer appropriate challenge or reflect their individual learning.
- The childminder promotes positive behaviour. For example, she encourages

children to share the large bricks they are playing with. The childminder reminds children to use good manners. Children are polite and behave well. However, children have few opportunities to learn about the wider world they live in or their own cultural backgrounds. This limits their awareness of others and their own heritage.

- The childminder has made suitable progress since her last inspection. She has developed nappy changing procedures. This limits the risk of cross infection and ensures this is a hygienic procedure. The childminder ensures children wash their hands regularly to support their good health. Risk assessments have been reviewed to ensure risks to children are minimised. The childminder records times of arrival and departure for all children. Consequently, she is able to demonstrate when children are present or not.
- The childminder supports children's communication and language skills effectively. For example, she repeats words that children say. This helps them to hear the correct pronunciation of words. Children copy her when she introduces new words, such as 'wobbly' and 'wiggle'. This helps them widen their vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training that helps her recognise the signs and symptoms of possible child abuse. She describes how she would record and report any concerns she had about a child's welfare. The childminder understands her responsibilities to protect children from extreme views and behaviours. All adults living on the premises have the necessary suitability checks completed. The childminder has a current paediatric first-aid qualification, which means they can respond appropriately if a child has an accident. Children are supervised well and learn how to go up and down the stairs safely.

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
work more effectively with parents and other settings children attend, to ensure a two-way flow of information is shared regarding the children to help support and build on children's learning	07/06/2021

develop the curriculum to ensure this clearly identifies what it is that all children need to learn, how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress	07/06/2021
ensure appropriate fire-fighting equipment is in place and maintained appropriately.	07/06/2021
ensure all appropriate records are maintained, such as name, address and date of birth of each child looked after including the name, home address and telephone number of a parent.	07/06/2021

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

- ensure children have greater opportunities to learn about the wider world and their own heritage, to enable them to develop mutual respect and tolerance for others.

Setting details

Unique reference number	EY219922
Local authority	Leicester
Inspection number	10089287
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 December 2018

Information about this early years setting

The childminder registered in 2002 and is located in Leicester. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspector completed a tour of the home to assess safety.
- The inspector completed a 'learning walk' of the setting to understand how to provision and curriculum is organised.
- The inspector looked at a sample of the childminder's documents. This included pertinent policies and evidence of the suitability of all those living or working at the setting.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder and 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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