

Childminder report

Inspection date:

18 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children respond well to the caring approach of the childminder. They are happy and settle well in her care. The childminder's secure understanding of children's routines and care needs reassures them. Children are able to decide what they want to play with indoors, and toys and resources are easy for them to access. This supports them to gain independence. The childminder talks to children and joins in with their games. However, she does not have a good enough understanding of what their learning needs are, to help her plan specific activities to support children to make the best possible progress as they play. Children show confidence to 'have a go' and explore. For example, they climb up onto a footstool, and try to move their bodies to balance as they stand up on top of it. The childminder supervises children effectively and is close by to catch them before they fall, which helps to keep them safe. However, when assessing risks, the childminder does not always give enough consideration to how potential hazards can be minimised, particularly in her garden.

The childminder closed her provision for six months during the COVID-19 (coronavirus) pandemic. She continued to keep in contact with parents and children during this time, to help to maintain relationships with them. This helped children to settle quickly with her on their return.

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

- The childminder has some understanding of what children need to learn, based on their age. She plays alongside children as they make choices about what they play with. However, she does not have a clear understanding of what each individual child needs to learn so that she can focus on this as they play. She completes some basic assessments of children's learning, to check the progress they are making. However, she does not then use this information to help her plan for the next steps in children's learning, to help them progress more quickly.
- The childminder makes daily routines fun for children. For example, she plays a game of 'peepo' with them as she changes their nappy, which makes them giggle and smile in anticipation. She helps children to learn good manners and to be polite, for example, saying thank you as she passes a young child a toy.
- Children learn how to keep healthy. The childminder acts as a good role model as she washes her hands after nappy changing. She then encourages the child to wash their own hands, teaching them good hygiene routines. The childminder makes sure children have regular drinks of water throughout the day. She provides them with healthy snacks and meals, which often include more unusual flavours and ingredients, to encourage children to be adventurous and enjoy a wide range of foods.

- The childminder has attended some training to update her skills, including first-aid training. However, she has not taken steps to gain a confident understanding of how to plan and provide activities that will challenge and support children to make good progress.
- Children learn how to behave through the consistent messages given by the childminder. She reminds them about expectations, using explanations to help them understand. For example, she explains to them that she wants them to sit on the sofa, rather than jump on it, as they might fall off and hurt themselves if they do. The childminder encourages children to use 'kind hands' to help them learn how to share and take turns. This helps children to develop caring relationships with their friends.
- The childminder completes some risk assessments and has taken effective steps inside her home to ensure the environment is safe. However, when assessing risks in her garden, she relies too heavily on the supervision of children, rather than minimising risks, to ensure children are safe.
- The childminder shares information with parents, that keeps them informed about what children do at the setting. However, opportunities for communication with other settings children also attend are limited. These do not always help the childminder to consider children's overall development, to enable her to plan more consistently for their progress when they are with her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a confident understanding of child protection issues and recognises her responsibilities to identify and escalate any safeguarding concerns. She has attended safeguarding training recently, and is clear about possible indicators that may suggest a child may be at risk. She knows who to speak to, so that appropriate action can be taken to keep children safe. The childminder completes some risk assessments and ensures she supervises children closely at all times, to help keep them safe.

What does the setting need to do to improve?

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

	Due date
gain a clearer understanding of children's individual stage of development and use this information more effectively to help plan and provide a wide range of activities, that help all children to make good progress.	01/07/2021

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

- improve the arrangements for assessing risks, to help ensure all areas of the home are suitable for children's play
- increase communication with other settings children also attend, to further improve the way in which children's learning and development is supported.

Setting details

Unique reference number	EY221536
Local authority	North Somerset
Inspection number	10092510
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	1 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	28 February 2012

Information about this early years setting

The childminder registered in 2001. She lives in a residential area of Portishead, close to the town centre. She provides care for children from Monday to Thursday, 8am to 6pm, throughout the year. The childminder has an NVQ level 3 qualification in childcare.

Information about this inspection

Inspector

Samantha Powis

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector and childminder discussed the activities that children took part in during the inspection, and talked about how these impacted children's learning.
- The inspector spoke to the childminder about how she plans activities for the children, to support their individual learning needs.
- The inspector spoke to children and observed their responses to the childminder's interactions.

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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