

Childminder report

Inspection date:

14 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children generally enjoy their time with the childminder and her assistants. However, adults working with the children do not consistently demonstrate strong teaching skills. Children are not always challenged enough in their learning to help them make the progress that they are capable of.

The childminder makes some good use of the space available in her home. Children have opportunities to be physically active throughout the day. They socialise and play with each other. Children's physical care needs are met well. Babies receive cuddles and individual attention, helping them to feel settled and secure. They play independently with appropriate toys within the close supervision of adults. Young children sleep well, in a separate space to play areas, and adults use monitors and checks to maintain their safety as they sleep. Older children are familiar with the flexible routines and understand the adults' expectations of their behaviour.

Those children who have good vocabulary are listened to. They chat freely with the childminder and her assistants. However, children who are still learning to talk do not always get the help they need to support their emerging language skills. Adults do not always notice or respond to their attempts to talk. This does not encourage the youngest children's developing speech well enough.

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

- The childminder understands the support that children need with their communication and language skills. However, this is not consistently put into practice. Adults do encourage children to look at books and share stories. They sing nursery rhymes together. Young children show that they understand some simple instructions. They make some progress in their communication and language development over time. However, the childminder and her assistants do not spend enough time in conversation with younger children. This limits the number of new words, ideas and concepts that children can learn. Occasionally, adults' interactions do not help children's understanding. For example, they do not consistently talk to children while they play or give children clear enough explanations.
- The childminder aspires to provide a high-quality learning environment. She has a large range of toys and resources which cover all areas of learning. While safe and secure, some of the rooms are not set up well enough to promote children's enjoyment. In these areas, the adults do not do enough to capture and sustain children's interest and they quickly tire of the activities on offer. When children spend time in the playroom, they feel more comfortable and at ease. They join in more with play and choose their own activities. For example, young children explore age-appropriate puzzles and small-world toys.

- The childminder offers some informal feedback and guidance to her assistants. However, she does not ensure that the assistants' teaching supports children well enough. The childminder does not provide clear enough feedback to assistants to help them improve their practice or understand her curriculum. As a result, teaching is not always good enough.
- The childminder's plan for supporting children's physical development is well thought out. This shows in children's good progress in this area. Children often practise their physical skills. For example, some children pour their own water from small jugs with ease at mealtimes. Babies have regular 'tummy time' to strengthen their muscles and prepare them for crawling.
- The childminder shows some good skills during her interactions with children. For example, she playfully engages with children as she helps them to change their clothes. She notices when children need her help and offers it to them.
- Parents say that their children look forward to spending time with the childminder and her assistants. The childminder updates parents frequently about their children's development. She shares the assessments that she and her assistants complete about children's progress. The childminder provides parents with key information about where their child needs extra support. She gives guidance about where to seek additional help from other services when appropriate.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that Ofsted are notified of any new assistants and provides the necessary information to allow suitability checks to be completed. She ensures that new assistants are supervised with children at all times, while these checks are underway. The induction that assistants have helps to familiarise them with the childminder's safeguarding policy and procedures. The childminder has a clear mobile phone policy in place. She is aware of the signs and symptoms of possible abuse and/or neglect. The childminder ensures that all staff complete relevant training to develop their understanding of wider issues in safeguarding.

What does the setting need to do to improve?

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

	Due date
provide staff with effective support, coaching and training to ensure that they understand how to meet children's educational needs and to foster a culture of teamwork and continuous support	06/08/2021

improve teaching so that children experience a language-rich environment that enables them to develop their skills and confidence in speaking, listening and expressing themselves	06/08/2021
make better use of the information about children's individual needs and interests to plan challenging and enjoyable experiences that support them to make good progress in their learning.	06/08/2021

Setting details

Unique reference number	EY555668
Local authority	Peterborough
Inspection number	10174683
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 5
Total number of places	18
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Peterborough. She operates all year round, from 6.45am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She works with assistants.

Information about this inspection

Inspector

Kate Hipperson

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 their evaluation of the setting.
- The inspector viewed the childminding premises.
- The inspector and the childminder carried out a joint observation of a planned activity.
- The inspector and the childminder discussed the childminder's curriculum for children, to help understand what it is that the childminder is aiming for children to learn and remember, and how this is implemented.
- The inspector spoke with the childminder, staff and children at appropriate times during the inspection.
- The inspector spoke with a small number of parents and took account of their views.
- The inspector and the childminder held a meeting to discuss provision. Essential documentation was reviewed.

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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