

Childminder report

Inspection date:

6 July 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

Met

What is it like to attend this early years setting?

The provision requires improvement

Children play in a safe and welcoming environment. Relationships between the childminder, new and recently appointed assistants and the children are good. The childminder observes children and assesses their stage of development. However, children's learning does not build sufficiently on what they have already achieved. The assistants do not know the children well enough as individuals and the childminder does not have the capacity to consistently meet the individual learning needs of the group of nine children who attend at any one time.

At times, activities that are led by adults do not take account of the mixed ages and abilities in the group. For example, a very young child's spontaneous exploration of the texture of liquid paint on his hands goes unnoticed. Older children are asked what colour of paint they would like, but the assistants pour the chosen colour onto the children's pieces of paper for them. Children are not challenged, do not develop their own ideas and do not maintain an interest in the activity. Their different interests are not identified in the planning and provision of activities.

Children play cooperatively. They learn the childminder's expectations for behaviour. Most children's language skills are developing well. They receive good support as they progress from putting two or three words together to forming short sentences. Children are physically active outdoors in the childminder's garden. They practise handling skills in a variety of ways, such as while peeling their oranges at snack time.

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

- The childminder has made recent changes to the assistants who work with her. She regularly cares for the maximum number of children that requirements allow when working with two assistants, and she has maintained the children's attendance during these changes. She is meeting the safeguarding and welfare requirements for working with assistants. However, the new assistants do not yet carry any key-person responsibilities and do not demonstrate an awareness of children's different learning needs. Consequently, children are not making the best possible progress.
- The childminder is not implementing her plans effectively to ensure that children's learning builds on what they already know. That said, children are gaining sufficient skills to prepare them for the next stage in their education in school. A consequence of a large group of children and inexperienced assistants is that the childminder does not have time to match her teaching well enough to children's different learning needs.
- The childminder supports children well in managing simple tasks for themselves

and in developing self-care skills. For example, children learn to put on and take off their coats and shoes. Children learn safety rules, such as when they climb up and down the stairs.

- Children are not fully supported in making decisions about their play. Although books and toys are stored so that children can see them, the childminder decides what is put out on rugs and small tables. Children are not encouraged to independently investigate materials, explore their senses and find things out for themselves.
- The childminder and her assistants support children's mathematical learning effectively while interacting with them. The childminder counts out the number of times she bangs on a drum and then children take turns to copy her. An assistant supports early calculation, for example, by helping young children to understand that one plus one equals two when the children play with table-top toys.
- Children enjoy listening to familiar stories. The childminder reads with great exuberance and captures children's interest. Older children anticipate and confidently recite familiar parts of a story about a bear. Most children express themselves well. The childminder consults with parents when assessment indicates that a child requires additional support with their language development. However, she does not fully support children in using their home languages while they play and learn.
- Currently, parents do not enter the childminder's home to leave and collect their children due to her COVID-19 (coronavirus) risk assessment. This has not had an adverse impact on children's care because the childminder maintains verbal communication with parents each day and provides information through a daily written diary. Parents spoken with on the day shared very positive views about the childminder's provision.
- The childminder completes statutory training. She ensures that her assistants hold current paediatric first-aid certificates and are aware of her safeguarding policy and procedures. She keeps her knowledge of early years issues up to date through her membership of an association for early years workers.

Safeguarding

The arrangements for safeguarding are effective.

Actions taken by the childminder to manage potential risks are effective. A good security system and procedures for children's arrival and collection mean that children are unable to leave the premises unsupervised and unwanted visitors cannot gain entry. Children develop an understanding of dangers and how to keep themselves safe. The childminder and one of the assistants recently attended safeguarding training for designated lead practitioners. The childminder has reviewed her safeguarding policy to ensure that the content is up to date in accordance with local referral procedures. The childminder and her assistants are aware of their responsibilities to protect children from abuse.

What does the setting need to do to improve?

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

	Due date
ensure that each child is consistently challenged in accordance with what they already know and can do so that they make continual progress	13/08/2021
provide more activities that link to children's different interests and motivate them to get involved and want to learn	13/08/2021
support children to independently explore different materials, be creative and develop their own ideas.	13/08/2021

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

- develop practice for supporting children in using their home languages while they play and learn.

Setting details

Unique reference number	EY470432
Local authority	Coventry
Inspection number	10198696
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 15
Total number of places	18
Number of children on roll	24
Date of previous inspection	2 April 2019

Information about this early years setting

The childminder registered in 2013 and lives in Coventry. She operates all year round from 6am to 8.30pm, Monday to Saturday, except bank holidays and family holidays. The childminder works with assistants.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed activities and discussed the educational programmes and teaching methods with the childminder while children played in the indoor and outdoor play areas.
- The inspector discussed children's assessments and planning for learning with the childminder.
- The inspector looked at evidence of the childminder's and assistants' qualifications and training and checked evidence of the suitability of adults living and working in the premises.
- The inspector took account of parents' views about the provision.

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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