

Childminder report

Inspection date: 12 July 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not manage her provision to a good standard. Actions raised at the last inspection have not been addressed, which means the quality of education has not improved. The childminder does not find out enough about children's individual learning needs and, therefore, cannot build on what they already know or what they need to learn next. The lack of clear intentions for children's learning and poor planning mean they do not receive the level of education to which they are entitled.

The childminder has a poor understanding of how to support children in their learning and does not know what she wants the children to learn. She does not interact with them in a way that encourages them to think or share their ideas. As a result, children are not suitably challenged. Despite the weaknesses in teaching, older children show that they are happy and they enjoy making worms from play dough. However, babies are often upset and cry. Although the childminder and her assistant try to comfort them, they have not found out from parents enough information about their care needs, such as whether babies are teething.

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

- The childminder does not review or evaluate the provision she offers or identify the weaknesses in her practice. This is evident in her lack of understanding of how to help children learn and make good progress. She does not demonstrate the capacity to improve the quality of the early years provision.
- Training to support the childminder's professional development has been limited. The childminder does not link the gaps in her knowledge and understanding of how to promote children's learning to appropriate training opportunities. As a result, curriculum planning is poor and activities are not well matched to children's development needs to support their learning.
- The childminder has some understanding of children's needs, gained from information from parents. However, she has not done enough to find out more about each child's individual needs. The childminder does not discuss with parents what children can already do or are learning next. She fails to establish how they can work together to support children's ongoing development.
- The childminder is not able to demonstrate in practice what she does know about children to consider the skills they need to learn next when planning activities. The activities observed during the inspection did not build on children's previous learning or promote the desired skills.
- Support for children's learning is not good enough. The childminder watches children as they play and does not join in effectively. She occasionally labels number or letter names. This usually confirms what children already know, rather than extending their knowledge or understanding.

- The childminder talks to the children, describing what they are doing. However, the interactions are fleeting and she does not help children to sustain a conversation or challenge their thinking. This means that children do not benefit from good-quality interaction to support their communication skills.
- Children understand the importance of good hygiene practice and how this contributes to their good health. Older children competently tend to their personal care needs. They enjoy healthy meals provided by their parents.
- Children behave well in the childminder's home and follow her instructions. For example, they help to tidy up the toys when she asks them. Older children appear settled in the childminder's care and they are developing their relationships with her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of her role and responsibility for safeguarding children. She knows the procedures to follow should she have a concern about a child in her care. The childminder keeps her knowledge up to date through training and online reading. She is aware of the action to take in the event of a concern about a child or if an allegation is made against herself or a family member. The childminder completes daily checks to ensure her premises are safe and secure for the children she cares for.

What does the setting need to do to improve?

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

	Due date
undertake appropriate professional development opportunities to increase knowledge and understanding of how to provide children with a high-quality curriculum that helps them learn and develop	01/12/2021
improve the quality of teaching and provide a range of interesting and stimulating activities that meet individual children's learning needs and focus on what they need to learn next in order to secure their good progress	01/12/2021

obtain an accurate understanding of each child's level of achievement, interests and learning styles, and use the information to plan learning experiences that are tailored to meet each child's needs	01/12/2021
develop partnerships with parents, helping them to share what they know their child can do and to understand their child's progress so they can guide learning at home.	01/12/2021

Setting details

Unique reference number	EY540248
Local authority	Peterborough
Inspection number	10128927
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	12
Number of children on roll	3
Date of previous inspection	16 October 2019

Information about this early years setting

The childminder registered in 2016 and lives in Peterborough. She operates her service all year round, except for during family holidays. The childminder holds an appropriate qualification at level 4. She works with an assistant.

Information about this inspection

Inspector

Emma Bright

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 childminder.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- The childminder and the inspector completed a learning walk together.
- The inspector talked with children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021