

# Childminder report

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Inspection date:

8 October 2021

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## **Overall effectiveness**

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## **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 settle quickly in the childminder's care and routinely seek her out for comfort and attention when needed. Children develop close bonds with the childminder from the outset. They want to spend time with her and are keen to include her in their self-chosen play. For example, young children enjoy exploring a dinosaur game where they have to feed the dinosaur and older children enjoy pretending they are making and selling ice creams.

The childminder does not have high enough expectations of children's learning and what they can achieve during their time with her. The curriculum lacks clear intent and does not fully promote children's interests or build on what they know and can do. Some children who require more targeted help and support, particularly with their communication development, do not always receive it. The childminder does not work as closely as possible with parents and other settings children attend to promote the best continuity in learning. Overall, children do not always progress as well as possible in all areas of their learning.

Children generally behave well and are confident in the environment. They listen to the childminder and follow instructions when required, such as during tidy-up times. Older children select and share resources. They develop imaginative games in groups, such as role-play cooking, and play together with ease.

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

- The childminder knows her key strengths but has not identified where to focus professional development to improve her knowledge and teaching practice further. Nevertheless, she is passionate about her role and enjoys childminding. She has a desire to improve her provision.
- The childminder takes children out and about most mornings to a variety of places in the local community, including a soft-play centre, a music group and to the local park. She provides a generally broad curriculum based on pre-set themes. Children enjoy learning about the world around them during 'space week' as they make rockets out of craft materials. The childminder encourages them to develop their small-muscle skills as they practise using scissors, and she incorporates basic shape recognition into the activity. However, the childminder does not have a clear enough intent to her curriculum that is directly linked to children's individual development and what they need to learn next. Therefore, she is unable to provide some children with high enough levels of challenge and others with appropriate targeted support.
- The childminder talks to the children and attempts to add new vocabulary through her chosen topic to develop their language skills. Children enjoy exploring musical instruments and singing familiar songs. They enjoy looking at

books and sharing stories with the childminder and their peers. However, the childminder is not knowledgeable enough about children's communication development to identify where there is possible delay. She does not act swiftly to ensure focused support is implemented to help build on children's language skills effectively enough. Overall, although most children acquire the basic skills they need for school, some are not supported enough to close gaps in their learning quickly.

- Children's routine care needs are well managed. The childminder ensures that young children benefit from what they need during the day, including age-appropriate foods, frequent nappy changes and time to rest or sleep. Older children develop independence in managing their own care needs. They choose what they want for their snacks, access the toilet and wash their hands at appropriate times.
- The childminder has links at the local school and pre-school where many of the children also attend. She establishes relationships with parents. She speaks to them briefly during drop-off and collection times each day, which take place outside at present due to the COVID-19 (coronavirus) pandemic. She also shares observations of the children and photos with parents using an online system. However, the childminder has not fully considered how to share detailed two-way information to help promote better continuity in children's learning between the setting, home and other settings they attend.
- The childminder works with her local authority and liaises closely with a network of local childminders for guidance and support. She keeps all her mandatory training up to date, including accessing relevant courses face to face and online, such as first-aid and child protection training. This helps her to promote children's safety and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains her ratios and ensures that children are always well supervised in her care. The environment is secure and the childminder assesses risk effectively to ensure that children are kept safe from hazards. She has sound procedures in place to maintain children's safety on routine outings. The childminder is knowledgeable about the signs and symptoms of potential child abuse or neglect. She keeps herself updated of relevant legislation and child protection guidance. She fully understands the importance of reporting any concerns about children or their families swiftly to the appropriate safeguarding agencies. This helps to keep children safe and protect them from harm.

## What does the setting need to do to improve?

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

	Due date
enhance professional development to build on teaching practice and improve knowledge about children's communication development to ensure any possible delays are identified	30/11/2021
take swift action to implement focused support to help children who require it to catch up and build on their language skills effectively	30/11/2021
enhance the curriculum and directly link planned activities to children's interests and the key next steps in their learning to help them reach their full potential.	30/11/2021

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

- share more two-way information about children's learning and development with parents and other settings where children also attend, to help promote continuity between the setting, home and elsewhere.

## Setting details

<b>Unique reference number</b>	EY560633
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10203422
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Rowley Regis, Sandwell. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She offers funded places for three- and four-year-old children.

## Information about this inspection

### Inspector

Josephine Heath

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder about the curriculum, children's learning and how she promotes and supports their progress.
- The inspector spoke to the childminder about the management of her setting and looked at relevant documents, including children's records, attendance registers, and the safeguarding policy and complaints procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector sought the views of parents from discussions that were held at appropriate times.

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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