

# Childminder report

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Inspection date:

26 October 2021

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The childminder is kind towards children and they have formed close bonds with her. Children respond well to her caring approach. They are happy and settle quickly. The childminder's secure understanding of children's routines and care needs reassures them. They are confident in their surroundings and enjoy the company of the childminder and her assistants.

The childminder knows children and their interests well. However, she has not yet developed a planned and sequenced curriculum that clearly identifies the key knowledge and skills she wants children to learn. Despite this, children can choose to play indoors or outdoors throughout the day. Their independence skills are supported as they access a wide variety of resources in the dedicated playroom and outside. They particularly enjoy playing in the garden, where they happily run, chase, and play on the large equipment. They have good opportunities to learn about the natural world as they help the childminder feed the farm animals.

Children's behaviour is generally good. They develop social skills and understand the importance of sharing and taking turns fairly. The childminder ensures that children follow good hygiene routines. This helps to promote their health and physical well-being.

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

- The childminder closed her provision for short periods during the COVID-19 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.
- The childminder makes ongoing assessments of children's achievements and plans activities based on children's interests and ideas. Children have access to a range of toys and activities and they are quick to initiate their own play. However, the childminder does not have a clear enough understanding of how to plan precisely what children need to learn next to reflect their individual learning needs. As a result, the curriculum is not planned and sequenced effectively enough to promote good or better progress.
- The childminder supports children's good health well. She provides home-cooked meals which children eat with enthusiasm. The childminder promotes children's independence, for example, she supports children to learn how to use the toilet independently. Children who are able to do this manage their own personal care needs well.
- Parents state they are happy with the service they receive. They report how much they value the support that the childminder offers to them and their children. They value the daily feedback they receive about their children's day.

The childminder works well in partnership with parents to find out about and meet children's individual care needs. She liaises closely with parents when she identifies children who need additional support to ensure they receive the help they need.

- The childminder and her assistants support children to build on their vocabulary. For example, they sing songs and read stories with children, who enjoy listening and join in with the actions. The childminder and her assistant readily engage children in conversations. Their positive interactions help to promote children's communication and language skills. However, during group activities, staff allow older children to dominate which means that quieter and younger children do not have opportunities to participate as well as possible.
- Children are cared for in a safe and secure physical environment. Children are supervised as they play indoors and in the garden. The childminder has considered potential risks to children's safety in her setting and garden. The childminder ensures she keeps her mandatory first-aid training and appropriate insurance up to date. However, the childminder does not ensure that registers record precise arrival and departure times for children. This record keeping issue has a minimal impact on the children.
- The childminder evaluates the service she offers, which has improved slightly since the last inspection. She has refreshed her knowledge in some areas and plans to complete further training to help continue raising the quality of the service she offers.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibilities to keep children safe. She knows the signs that might indicate a child is at risk of harm and knows which agencies to contact should these concerns arise. The premises are secure, and visitors are asked to sign in. Her assistants are aware of safeguarding issues which might affect children in their care. They are vigilant and understand the possible indicators that a child may be at risk of harm. This includes from neglect and wider safeguarding issues, such as extremist views. There are thorough child protection procedures in place and the childminder and her assistants know the actions to take to report any concerns.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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maintain an accurate daily record of the names of the children being cared for and their precise hours of attendance while at the setting	27/10/2021
develop a planned and sequenced curriculum which clearly identifies what it is that all children need to learn next to help them make good progress.	01/12/2021

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

- support the involvement of children of different ages more effectively, during group activities, to ensure the individual needs of younger children are met as fully as possible.

## Setting details

<b>Unique reference number</b>	257232
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10144425
<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 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	25
<b>Date of previous inspection</b>	16 January 2020

## Information about this early years setting

The childminder registered in 1999 and lives in Hinstock, Market Drayton. She operates for 46 weeks each year from 7.15am to 6pm, Tuesday to Friday, except for bank holidays. The childminder and her two assistants hold appropriate qualifications at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jacqueline Coomer

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and her assistants, parents and children were spoken to at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included checking evidence about suitability and training.
- A meeting was held between the inspector and the childminder.

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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