

# Childminder report

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Inspection date:

2 December 2021

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## **Overall effectiveness**

## **Requires improvement**

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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 Met (enforcement)

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

### **The provision requires improvement**

Overall, children do not receive a good quality education. The childminder has not developed her teaching skills enough to help children make consistently good progress in their learning. However, children settle well and have formed secure bonds with the childminder, who is warm and friendly towards them. Children's behaviour is, generally, good. They show their understanding of the childminder's rules and she helps them to understand about sharing and taking turns.

Children enjoy their time with the childminder. Young children spend time moving around and selecting what they want to play with. They sit and concentrate as the childminder shows them how to match coloured rings to the correct post. However, not all the colours are available, which causes some confusion about what to do next. The childminder does count with children as they play, helping them gain some awareness of mathematical concepts.

Young children are learning about the importance of washing their hands. The childminder also helps them to understand about oral hygiene and regular brushing to keep their teeth clean. She encourages them to do this daily after breakfast. The childminder understands the importance of helping children to be ready for school. Children are gaining some of the key skills that support their future learning.

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

- Although the childminder knows her children well, she has not planned her curriculum effectively to ensure that it builds sequentially on what children know and can do. It is not suitably tailored for individual children's learning needs and, therefore, they are not challenged sufficiently.
- The quality of teaching requires improvement. The childminder does not have all the necessary skills to help children make good progress in their learning. Although she has completed various training opportunities, her professional development is not focused sufficiently on improving her teaching skills. The childminder makes sure her assistant understands their role and responsibilities. She endeavours to support her assistant's practice and further development.
- Parents say they are happy with the care the childminder provides and the information she shares with them about what their child is doing. They also say that they 'could not manage without her'. The childminder talks to parents to find out about children's interests. However, she does not encourage parents enough to become involved in their child's learning. Furthermore, she does not work closely enough with other settings children attend with regard to learning. This means there are fewer opportunities to consolidate and build on what children learn elsewhere.
- The childminder recognises children have had limited social interaction during

the COVID-19 pandemic and the effect this has had on their development. On their return to her care, she has made sure children have opportunities to develop their social skills through sharing and turn-taking games. The childminder also encourages children to dance and join in with singing to foster a sense of happiness and being together.

- Young children enjoy carrying out small, simple tasks. They eagerly go with the childminder's assistant to the front door to collect the parcel from the postman. The childminder praises the children for helping and they show pride in their achievements.
- The childminder has improved the way she manages children's behaviour. She gets down to their level to talk to them and takes time to explain why some behaviour is not acceptable. This helps children to understand what they need to do to keep safe or to play amicably with others.
- Children enjoy listening to stories and choosing their favourite books. They join in, turning the pages and lifting the flaps to look at the pictures hidden underneath. Young children confidently point to the characters on the page over and over as the childminder names them. This repetition provides young children with exposure to language and builds on their growing vocabulary.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training that helps her recognise the signs and symptoms of possible child abuse. She explains how she would record and report any concerns she had about a child's welfare. In addition, she has improved her knowledge about what to do in the event of an allegation being made against a household member. The childminder now understands her responsibilities to protect children from extreme views and behaviours. The childminder has improved her supervision of children to ensure that they are always in her sight or hearing.

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

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

	<b>Due date</b>
undertake appropriate professional development opportunities to increase knowledge and understanding of how children learn and develop teaching skills to help support children in building on what they already know and can do	02/05/2022

develop the curriculum to ensure it clearly identifies what it is that all children need to learn, how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress	02/05/2022
develop a good understanding of how to use information to plan learning experiences that are tailored to meet each child's needs.	02/05/2022

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

- work more effectively with parents and other settings children attend, to ensure a two-way flow of information that helps support and build on children's learning.

## Setting details

<b>Unique reference number</b>	EY249308
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10216468
<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>	1 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	18 October 2021

## Information about this early years setting

The childminder registered in 2003 and lives in Brampton, Cambridgeshire. She operates all year, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant.

## Information about this inspection

### Inspector

Emma Bright

### 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.
- The childminder and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised. The inspector completed a joint evaluation of an activity with the childminder.
- The inspector had discussions with the childminder and talked to children at appropriate times during the inspection.
- Parents spoke to the inspector about their views of the childminder.
- The inspector looked at relevant documentation, including the safeguarding procedures and the record of complaints.
- The inspector observed activities indoors and assessed the impact these have on children's learning.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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