

# Childminder report

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Inspection date:

5 January 2022

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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

Good

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

### **The provision requires improvement**

Children are happy to attend. The childminder uses her observations of children to inform planning for their future learning. However, learning does not build well enough on what children have already achieved. Some children are not challenged effectively to make the best possible progress. Consideration is not given to very young children who, due to their age and stage of development, are not able to take part in some activities.

The play environment is safe. Some resources are stored in the central room of the ground floor where all children play, but these do not inspire children's curiosity or provide any opportunities for them to find things out for themselves and develop their own ideas. Other resources are available within the premises, but the childminder does not support children's independent decision-making about what they want to play with.

The childminder is kind and caring while interacting with the children. Children behave well and older children understand expectations for sharing and taking turns. They are confident and sociable. The childminder works with parents to meet children's care needs effectively, and this includes ensuring that sleep times are part of some children's daily routine. Children learn to independently manage their personal care needs.

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

- The childminder plans for what children need to learn next. However, she does not adapt activities well enough to meet the needs of children who are at different stages of development. Nevertheless, children gain the necessary skills to help prepare them for the next stage of their learning in school.
- Toys and equipment in three rooms are satisfactory to meet the learning needs of the children attending. However, in the central room where children aged from one to four years all play, there are no opportunities for them to explore and be creative with different textures and materials. They are not offered with a choice to play in other rooms and the childminder does not provide opportunities for them to play outdoors. That said, children are able to practise physical skills when they visit the park during the daily school run.
- Most children express themselves well. The childminder is experienced in identifying children who need additional support as they develop their speaking skills. She shares her assessments with parents and works with them to seek the support from other professionals that children need.
- Children gain some knowledge about their similarities and differences. However, the childminder does not plan to optimise children's learning about different families, communities and traditions.

- The childminder encourages children's interest in books and stories. Props are used effectively, and children are keen to match the props to pictures in the story book. The childminder asks children open-ended questions, which helps to promote their thinking skills. Children ask questions about the stories she reads.
- Children use their handling skills to hold writing materials in a thumb and two-finger grip. They talk about what they are drawing.
- The childminder identifies that due to her COVID-19 pandemic risk assessment, parents do not enter the premises. However, this has not had a negative impact on children settling in. Information is shared with parents verbally each day and online.
- The childminder ensures that behaviour expectations link to children's different stages of development. For example, she understands the frustration of younger children because they cannot verbalise their feelings.
- The childminder's co-childminder is a member of an association for early years workers. This helps the childminder to keep up to date with childcare and early years issues.
- The childminder ensures that both assistants as well as her co-childminders keep their safeguarding and paediatric first-aid training up to date.
- Policies, procedures and records required for the management of the provision are kept in good order. However, attendance records do not identify which of the three childminders and two assistants are present each day, and the written safeguarding policy does not fully reflect the information that the childminder shares verbally.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She knows the the signs that a child might be at risk from harm. The childminder is aware of the local referral procedures to follow if she has a concern about a child in her care. She understands the 'Prevent' duty with regard to children who may be influenced by extremism. The childminder makes sure that the childminding premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. She identifies and appropriately minimises potential risks.

## 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>
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ensure that observation and assessments are consistently used to challenge all children effectively so that they continually make as much progress as they can	25/02/2022
develop teaching strategies to support children in making decisions about where to play and what to play with, follow their interests, and 'have a go' at finding things out for themselves.	25/02/2022

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

- help children to learn more about similarities and differences between themselves and others, and gain knowledge of cultures and traditions beyond their own
- improve documentation to demonstrate how adult-to-child ratios are being met and ensure policies for parents are up to date.

## Setting details

<b>Unique reference number</b>	EY390558
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10218114
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory 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>	23
<b>Date of previous inspection</b>	13 September 2016

## Information about this early years setting

The childminder registered in 2009 and operates from a co-childminder's home in Nuneaton. She works part time over the operational hours of 5.30am to 6.30pm, Monday to Friday, except for bank holidays. The childminder works with one or two co-childminders, and/or two assistants. She holds an early years qualification at level 3.

## Information about this inspection

**Inspector**  
Jan Burnet

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector spoke to the childminder, two co-childminders and children throughout the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of adults working in the setting.

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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