

# Childminder report

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Inspection date: 18 January 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is inadequate**

The childminder has not provided Ofsted with the information required to check the suitability of everyone who works in her provision. This compromises children's safety.

Children demonstrate that they feel secure and happy in the busy home-based setting. The childminder and her assistants skilfully adapt activities and interactions to take account of what children already know and can do. They are ambitious for children's achievements and children make good progress. Babies see older children playing. They listen attentively to the lively conversations taking place around them. This helps children to become confident participants from a young age. Older children are helped and encouraged to make decisions throughout the day. This means that they learn to think and to try out their own ideas. For example, children decide to construct a home for some little toy spiders. They ably talk about the features that make the building suitable for the spiders to live in. This helps children to apply and extend what they know about houses. Their play is confident and imaginative.

The childminder recognises that the emotional well-being of some children has been affected by the COVID-19 pandemic. She has introduced resources that help children to think about their mood. Children are learning to identify and talk about the reasons for how they feel. For example, when children feel angry, staff help them to understand why and to develop self-control.

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

- The childminder has not enabled Ofsted to complete the required suitability checks for every assistant working in her provision. This is despite previous advice on this matter from Ofsted. That said, the childminder has taken some steps to vet the assistants that she recruits. She provides and facilitates training that helps her assistants to continuously improve their professional skills and qualifications.
- Staff communicate in a friendly way with each other. This sets a good example for children to copy. Children learn to express their views and to listen to each other. When pre-school children build models, they negotiate who should have a special brick. Staff praise their kind behaviour. This encourages children to use dialogue when disputes arise.
- Children are eager learners but, on occasion, they do not have equal access to experiences and learning. This is demonstrated when children excitedly bring pieces of ice inside. Staff intend to use the ice to teach children about the properties of water. However, children's enthusiasm means that some children crowd forward, while quieter children stay on the outskirts of the group. This

makes it more difficult for them to see and touch the ice.

- The childminder has created an outside space where children continually encounter things that interest them and make them think. For example, the window in the side of the garden pond enables children to watch the fish swimming and to find out what else lives under the water. Staff talk with children and tell them the words for what they can see. This helps children to acquire an extensive and meaningful vocabulary.
- Staff sequence children's learning effectively. They talk with babies as they dress them in outdoor clothes. Babies begin to understand that coats keep them warm. Toddlers go to find their coats and begin to put them on themselves. By the time children are ready to start school, they can dress themselves independently for outdoor play.
- Children learn how to find information. They want to know what spiders eat, so they ask the smart speaker. Children are surprised to hear that spiders eat sausages. Staff help them to check the information in a reference book. This encourages children to question and to consult a range of sources.
- Staff accurately assess the progress of their key children. When concerns about children's development arise, the childminder responds skilfully and sensitively. Staff plan activities that help children to close gaps in their learning. The childminder seeks support and advice from specialist professionals as appropriate.
- Parents and carers say that children look forward to attending the childminder's provision. Parents feel well informed about daily events and children's progress. They have been particularly impressed with the childminder's commitment to her role during the COVID-19 pandemic. They felt confident that children were as safe as possible in her care. Parents give high praise for the home-cooked nutritious food that children eat in the provision.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder's failure to fully vet employees puts children's safety at risk. That said, the childminder trains her assistants to understand and follow her provision's safeguarding procedures. Everyone knows the action to take if they are concerned that a child is at risk of abuse or neglect. They know what to do should they see a colleague causing harm or distress to a child in the provision. The experienced team are sensible and vigilant. They communicate effectively with each other, so that children are safely supervised at all times. The childminder gathers information from parents that helps her to keep children safe. For example, she knows which children are allergic to particular foods and caters for them safely.

## 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:**

	Due date
provide Ofsted with the necessary information to enable checks to be completed to establish the suitability of anyone aged 16 years and over living or working on the premises.	01/02/2022

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

- improve the organisation of group learning times, so that every child is supported to participate and learn.

## Setting details

<b>Unique reference number</b>	EY362299
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10216410
<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>	18
<b>Date of previous inspection</b>	5 May 2016

## Information about this early years setting

The childminder registered in 2007 and lives in Nantwich. Her provision operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3 and one assistant holds a qualification at level 2. The childminder provides funded early education for two-, three- and four-year-old children. She works with two assistants.

## Information about this inspection

**Inspector**  
Susan King

### 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 provision.
- The childminder and the inspector discussed the childminder's intentions for children's learning. They discussed and evaluated an activity.
- The inspector observed interactions between the childminder, her assistants and children. She spoke with and played with children.
- Four parents spoke with the inspector. The inspector took account of parents' views.
- Documents used in the childminder's setting were sampled by the inspector. The inspector checked evidence of the suitability of the childminder, her assistants and members of her household aged 16 years and over.

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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