

# Childminder report

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Inspection date:

17 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

Outstanding

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

### **The provision requires improvement**

Children spend the majority of their day with the co-childminder. They spend short periods of time with the childminder, such as at the end of the day or when the co-childminder has short appointments. The quality of education that children receive is not consistently good. This means that they do not make good progress across all areas of learning.

Children show that they enjoy spending time with the childminder. They approach him and tell him about the dinosaurs that they are drawing on a chalk board. He encourages them to make space and share with their friends. Younger children bring small pom-poms to him as he holds out his hands. However, the childminder does not have a full enough understanding of what children need to learn and know. Consequently, he does not extend their learning during these interactions.

Children achieve good levels of independence as they play and explore in the childminder's home. The areas that they use are safe, well resourced and inviting. Children operate the purposefully chosen tap to wash their hands. It has been selected by the childminder for the ease of children's use and this enables them to develop this new skill.

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

- While both the childminder and his co-childminder know children well and children have formed bonds with them both, the childminder does not have a strong understanding of what to do to support children to achieve their next steps in learning.
- The childminder keeps his essential training, including paediatric first aid and safeguarding up to date. This supports children's safety and well-being. However, he has not continued to develop his knowledge and skills to be able to offer children a good quality of education.
- The childminder does reflect on some aspects of practice, such as when there are changing legal requirements. He has discussions with the co-childminder about any necessary changes. However, overall, the childminder and co-childminder do not evaluate their practice well enough to identify all areas that need further development to achieve consistently good provision for children.
- The co-childminder oversees the main part of children's day and plans for the main part of their learning. However, the childminder has not worked with the co-childminder to ensure that the appropriate levels of support are sought for children when there are concerns about their development. This affects how quickly children who need extra support to learn and develop catch up with their peers.
- The childminder ensures that his home is safe and fit for children's use. He

carries out risk assessments and maintains areas used by children so that they can freely and safely enjoy them.

- Children generally have a range of opportunities to learn and develop in the seven areas of learning. However, there are too few opportunities to fully promote their enjoyment of reading, stories and songs while they are with the childminder. This has an impact on the range of language that they hear and does not give them full opportunities to benefit from the vast range of knowledge available by these means.
- Children have good opportunities to develop their physical skills. They are able to use various resources and freely select what they would like to play with. Older children show that they are familiar with adult-led times and show good levels of concentration.
- Overall, parents say that they happy with the service that the childminder provides with his co-childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of his role in safeguarding children. He identifies the actions that he would take if a situation in children's home lives was a cause for concern. The childminder is aware of the procedures of the local safeguarding partners and has a policy in place to protect children from harm. He renews his knowledge through appropriate training.

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

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

	Due date
gain a stronger understanding of how to meet children's individual needs through the provision of good teaching across all areas of learning to be able to support them in developing new skills and knowledge	17/04/2022
improve partnership working with other professionals to ensure that children and families receive swift and appropriate help and support where there are concerns about children's development.	17/04/2022

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

- offer children more opportunities to enjoy and benefit from the sharing of books, stories and songs
- develop strategies, in partnership with the co-childminder, for reflecting more accurately on practice and the overall experience for children to identify ways to achieve a higher quality of provision.

## Setting details

<b>Unique reference number</b>	258038
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10113001
<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>	8
<b>Date of previous inspection</b>	26 September 2014

## Information about this early years setting

The childminder registered in 2001. He lives on the outskirts of King's Lynn, Norfolk. The childminding provision is open all year round from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminding provision provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Hipperson

## 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 inspector observed the quality of interactions between the childminder, co-childminder and children and evaluated the impact on children's learning and development.
- The inspector reviewed essential documentation, including paediatric first-aid certificates.
- The childminders and the inspector carried out a joint observation and discussed the learning activities that children engaged in.
- Children spoke to the inspector during the inspection. The inspector evaluated the experiences of children.
- The inspector read written testimonials from parents and considered their views about the childminder's provision.

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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