

Childminder report

Inspection date:

17 February 2022

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
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 quickly develop warm, kind and loving relationships with the childminder. Her caring and enthusiastic nature helps them to feel reassured and happy in her care. Children go on regular trips in the community. For instance, they visit local parks and woodlands, they enjoy feeding the ducks and swans at the local mere and enjoy the occasional treat at the ice-cream parlour. This supports their understanding of the world around them. Babies laugh as they play peekaboo with the childminder. They are given a cuddle when they are upset and are soon smiling again. The childminder talks to them using gentle and soothing tones. Children quickly relax and are calmed by the caring attention they receive.

Children develop their hand-eye coordination skills as they complete jigsaw puzzles with ease and make marks with paints and pencils. They count and name colours and shapes spontaneously in their play. Children learn to manage their own needs such as dressing and using the bathroom independently. They gain all the skills they need ready for school. Children enjoy their learning and demonstrate that they feel safe and secure. For example, babies smile and giggle when spoken to by visiting adults. The childminder has high expectations for children's behaviour, she offers children gentle reminders, praise, and encouragement. Children behave well. They learn how to share and take turns. Children consider the feelings of their friends and understand the effect their actions have on others.

The childminder ensures that her practice helps to keep children and families safe throughout the COVID-19 pandemic. For instance, visitors use antibacterial gel before entering her home and children are dropped off and collected at the front door.

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

- Overall, the quality of teaching is good, and all children make progress. The childminder knows the children well. She provides a curriculum that considers their interests and tailors activities to their ages and stages of development. The childminder plans themed topics and extends learning across a number of different games and activities.
- The childminder spends time observing children to help her to understand their preferences and abilities. She uses this information to offer children appropriate care routines and new learning opportunities. Children enjoy engaging in a wide range of different activities and experiences with the childminder.
- Children can move around the available space in the childminder's home and large garden confidently. However, space in the playroom is not always effectively organised. This means that opportunities to improve children's mobility are reduced and children cannot lead their own play by accessing the resources easily.

- The childminder supports children's communication and language skills well. She encourages children to talk about things that interest them, such as birds, and she takes the time to listen patiently to what they have to say. The childminder models language well, narrates what children are doing and asks good open-ended questions.
- The childminder plans well for new babies when they first start attending. She understands that this might be the first time that babies may have spent time away from their parents, and recognises that this can be an anxious time for families. The childminder implements careful planning into how she will support babies by having a longer and flexible settling-in period for them.
- The childminder is in breach of some of the safeguarding and welfare requirements, although these do not have a significant impact on children's welfare. For instance, she has not maintained an accurate record of the times that children attend.
- Children always remain under close supervision of the childminder. However, she does not use her risk assessments consistently to remove potential hazards and keep children safe. For example, she has not considered the potential risk to babies and young children by removing dangerous objects, such as a tool bag, from areas that children can access.
- The childminder's documentation is disorganised, some documents could not be viewed at the time of the inspection. For example, she could not easily show the inspector that she has attended mandatory training. This compromises the effective management of the provision.
- Parents praise the childminder and the service she provides. She regularly sends home messages and photos of children. She talks to parents as they drop off and collect their children. Parents regularly update her about the experiences their children have at home. The childminder communicates with other settings where children also attend, to talk about children's progress. This helps her provide continuity of learning and care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to protect children's welfare. She is able to recognise the possible signs and symptoms of abuse and/or neglect. The childminder is confident in her knowledge of wider safeguarding issues. She knows how to recognise safeguarding concerns and how to report her concerns to the relevant agencies. The childminder knows what to do if an allegation is made against her or another member of her household. She has kept her safeguarding and paediatric first-aid training up to date.

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
improve the use of risk assessments to ensure aspects of the environment are checked regularly and remain safe	22/03/2022
maintain a daily record of the names of the children being cared for on the premises and their hours of attendance	22/03/2022
ensure all records are easily accessible and available for inspection.	22/03/2022

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

- improve the organisation of resources provided to allow children to lead their own play and learning and make independent choices
- provide an enabling environment in the playroom with sufficient floor space for babies to move freely and gain independence, to help them to develop their physical skills further.

Setting details

Unique reference number	EY384895
Local authority	Shropshire
Inspection number	10222413
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	25 February 2020

Information about this early years setting

The childminder registered in 2008. She lives in Welshampton, Shropshire. The childminder operates all year round, from 7.30am to 6.15pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Bev Devlin

Inspection activities

- This is 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 was given a tour of the premises by the childminder and carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this has on children's learning.
- The inspector reviewed the written feedback provided by parents and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the premises.

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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