

# Childminder report

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Inspection date:

28 February 2022

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is inadequate

Children's safety is compromised as the childminder does not ensure her safeguarding procedure and policy is followed effectively. Furthermore, the childminder has not ensured the suitability of all those living on the premises. Despite this, children are happy and settle easily in the secure environment. Children enjoy being with the childminder and become confident learners. The childminder gets to know the children well. The curriculum is built around children's interests, which supports their individual learning needs. For example, the childminder knows the children enjoy using their imagination. She supports this by providing dolls whose hair they brush and comb. Children's skills are challenged as the childminder teaches them how to use rollers and put in slides. This helps to develop their small-muscle skills and hand-to-eye coordination. Children persevere and are praised highly when they succeed with these new skills.

Children show positive behaviour overall and generally get on well with the other children in the setting. Children enjoy being creative and learning about different festivals and celebrations as they take part in activities. They use glitter glue to make 'pancakes' to cut out and stick into their 'frying pan'. The childminder talks to the children about why we have pancakes and that the celebration is called Shrove Tuesday.

Children have secure relationships with the childminder. They come to her for comfort and support when needed and she reassures them with calm and soothing words when they are upset or feeling tired. Children understand the routines and rules in place. For example, they know to tidy up before getting more toys out to play with and to wash their hands before meals and snacks.

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

- Children are exposed to risks from household members which impacts on their safety and well-being. Some household members display behaviours that compromise children's safety. The childminder understands that these behaviours are inappropriate but does not fully comprehend the impact on children. Furthermore, although the childminder has informed Ofsted of a new household member, this person has not yet submitted the appropriate documents to Ofsted. This means Ofsted have not yet been able to carry out appropriate checks to assess the suitability of this person.
- The childminder has an extensive range of toys and activities in place to support children's play. However, these are not easily accessible to the children or organised effectively to help children independently extend and support their play and ideas.
- The childminder ensures children have opportunities to learn about the world

they live in and the local community. She takes children on walks to local parks and green spaces, and meets up with other children and childminders at stay-and-play groups. These experiences help to build children's social skills and to find out more about their local community.

- The childminder helps children develop an understanding of number and counting. Children place crayons in a row and the childminder asks them to count how many they have. They count them and know there are five. More able children know that by adding one more car to a pile of three cars that it makes four. When children stack numbered blocks on top of each other they know which one comes next by identifying the appropriate numeral.
- The childminder has a good understanding of how children learn and how to support their progress. She works closely with parents to ensure when children begin she has information on what they can already do. The childminder uses this information to offer a welcoming, interesting and appropriately targeted learning environment to meet children's individual needs. Therefore, children settle easily and become immersed in play.
- Children's behaviour is supported by the childminder's positive interactions and gentle reminders of what is expected of them. The childminder has identified that some children are struggling to share and take turns so she plans opportunities to help children understand and learn this skill. However, this is not consistently implemented, so during some group activities, children struggle to understand why they cannot have what they want.
- The childminder is proactive in developing her practice and professional skills to improve children's learning experiences. She makes good use of training and speaks with other childminders to extend her knowledge and keep up to date with relevant changes in practice and legislation. For example, she has spoken to parents about promoting children's good oral health and how to keep young children's teeth clean.
- The childminder helps the children develop strong communication and language skills. She introduces new language as children play, such as 'knotty' and 'tangled' and repeats what children have said to her in order for them to hear the correct pronunciation. This means children practise speaking with confidence and skill.

## Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in the safeguarding policy, procedure and practice means that children's safety and well-being are not effectively supported. Furthermore, not all known adults have submitted appropriate documentation, in order for Ofsted to complete checks to ensure they are suitable to live on the premises where children are cared for. However, the childminder has completed safeguarding training which helps her recognise signs and symptoms of abuse and neglect. She understands how and where to report any allegations of abuse. Areas in her home that children have access to, are risk assessed each day to ensure hazards are minimised.

## 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
ensure the safeguarding policy and procedures are followed appropriately to keep children safe, with particular regard to the behaviour of household members	14/03/2022
ensure persons aged 16 or over submit the appropriate checks to Ofsted, in order for their suitability to be assessed.	14/03/2022

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

- ensure that children have greater opportunities to learn how to share, take turns and understand how to play and interact with each other more positively
- organise the play environment more effectively to enable children to make more independent choices in how they want to play or what they want to play with.

## Setting details

<b>Unique reference number</b>	221469
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10206250
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	31 July 2013

## Information about this early years setting

The childminder registered in 2000 and lives in Raunds, Northamptonshire. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate childcare qualification at level 3. The childminder occasionally works with an assistant.

## Information about this inspection

### Inspector

Alexandra Brouder

### 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 their evaluation of the setting.
- The inspector observed the quality of interactions during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of the activities on offer to children with the childminder.
- The childminder and the inspector completed a tour of the setting and discussed how the early years provision and curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including the evidence of qualifications and the suitability of the adults working and living on 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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