

# Childminder report

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Inspection date:

28 April 2022

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## **Overall effectiveness**

## **Requires improvement**

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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 have strong relationships with the childminder and they appear happy and safe in her care. The childminder gives children cuddles to help them settle quickly. She is attentive and meets children's care needs well. Care routines are used as opportunities to support children's learning. For example, the childminder compares the size of nappies and encourages children to count items of their clothing as they get dressed.

The childminder provides a dedicated playroom. Children are secure in their surroundings and confidently select resources that they want to play with. However, the childminder does not always support children's independent play and so it is often repetitive and does not extend or fully challenge their learning. Consequently, children are not fully engaged in their play and are easily distracted.

Children enjoy daily opportunities to go in the garden for fresh air and exercise. The childminder provides a range of equipment that supports children to develop their physical skills. They regularly explore their local community, including going to the garden centre and parks. The childminder takes children on walks and they talk about what they can see. This supports children's learning of the natural environment and world around them.

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

- The childminder provides activities that she knows children enjoy. However, they are not meaningful and appropriately challenging for children. Children become bored and move frequently between the activities available.
- The quality of teaching is not at a consistently good level. Although the childminder observes children as they play and knows some of their next steps in learning, she does not always extend children's knowledge and skills. This means that although children make some progress, they are not fully supported to make the best possible progress they can.
- The childminder talks to children as they play and asks them questions. However, the childminder does not give children time to respond and, instead, she provides them with possible answers too quickly. This means children do not have the time they need to think through possible responses or work things out for themselves.
- The childminder shares stories with children. However, they are not always age-appropriate and do not challenge children enough. This means that older children lose interest and wander off.
- The childminder uses daily routines to organise her day. However, at times, children find it difficult to follow instructions and do not cooperate well in some of the expectations. For example, when the childminder asks children to put

their coats on to go outside, some children say they do not want to and refuse.

- Children learn about the importance of being healthy. The childminder talks to children about healthy eating and children learn which foods are good for them. The childminder teaches children about hygiene through singing songs about brushing their teeth and washing their hands.
- Generally, the childminder has clear expectations for children's behaviour. She is beginning to communicate these to children and is starting to explain why some behaviours are not acceptable. However, this approach is not yet fully embedded and she does not always respond rapidly enough to changes in children's behaviour.
- Partnerships with parents are effective. The childminder communicates daily with parents to share what children have done each day. Parents praise the childminder for her caring nature and they are pleased that their children are happy to attend.
- The childminder works in partnership with the local school. She regularly communicates with them about children's well-being when she drops off and collects children. The childminder completes transition reports and shares them with teachers when children are due to start school.
- The childminder keeps mandatory training up to date, such as first aid and safeguarding. However, she does not review her practice well enough to identify her own professional training needs. Consequently, she has not sufficiently focused on improving her understanding of how young children learn in order to ensure her teaching is beneficial for all children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to help her safeguard children and keep her knowledge up to date. She understands her role and responsibility in keeping children safe. The childminder knows the signs that may indicate a child is at risk of harm. She understands the procedures to follow and who to contact if she has a concern about a child's welfare. The childminder demonstrates an awareness of broader safeguarding issues, including the 'Prevent' duty guidance and female genital mutilation. Although the childminder has risk assessments in place, they are not fully embedded in her daily practice to check the premises for hazards before children arrive.

## 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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review risk assessments to ensure they are thorough and effective in identifying and addressing any potential risks before children arrive at the setting	28/05/2022
target training and professional development to improve the quality of teaching and education to a consistently good level.	28/05/2022

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

- have consistently high expectations for children's behaviour and help children to learn to manage their own behaviour
- plan and provide children with purposeful and challenging experiences, to help develop their knowledge and skills more effectively.

## Setting details

<b>Unique reference number</b>	103998
<b>Local authority</b>	Devon
<b>Inspection number</b>	10217676
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	26 September 2016

## Information about this early years setting

The childminder registered in 1994 and lives in the village of Bow, near Crediton, in Devon. She provides care Monday, Wednesday and Thursday from 7am to 7pm all year round, except for the childminder's holidays. The childminder is registered to receive funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Amy Fedrick

### 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 childminder showed the inspector the premises and they discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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