

Childminder report

Inspection date: 3 May 2022

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Met

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised because required suitability checks have not been completed for all adults in the household. This has a significant impact on children's safety and personal development.

Nevertheless, children have strong bonds with the childminder, who is kind and nurturing in her approach. Children are settled with the childminder. This supports children to develop confidence and strengthens their emotional well-being. Children confidently select resources and engage in their play. For example, they focus intently and show good hand-to-eye coordination as they tap the musical instruments. Children benefit from a language-rich environment. The childminder knows what children enjoy and makes good use of their interests to engage them in learning. As they play, the childminder introduces new vocabulary, promotes conversation and encourages children to repeat unfamiliar words. For instance, they enjoy listening to songs and rhymes. These interactions help to promote children's emerging communication and language skills.

The childminder is a good role model. She has high expectations for children. Children receive praise and encouragement, which helps them to build a sense of pride and achievement in their own abilities. This supports children's good behaviour.

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

- Leadership and management are inadequate. The childminder has not identified a significant breach of the statutory requirements. She has failed to ensure that all adults living on the premises have been vetted. This means that children are not safeguarded.
- The childminder has developed a good curriculum based on the children's interests. She finds out from parents about their children's routines, interests and abilities before they start. The childminder plans activities for the children's interests and next stage of learning. For example, toddlers thoroughly enjoy the various sensory activities on offer. However, children are not gaining the most from her input within planned activities. Although the childminder knows what children need to learn next, her teaching does not always focus on this and the learning intentions.
- Children have opportunities to develop their physical skills. The childminder ensures that toddlers have regular opportunities to strengthen their muscles. She encourages them to pull themselves up on furniture and provides walking aids to further advance their physical development. Children thoroughly enjoy moving their bodies as the childminder sings their favourite songs. They bounce up and down in excitement.

- The childminder teaches children to keep themselves healthy. She encourages them to wash their hands before meals. The childminder ensures children have daily fresh air and exercise. She takes them to the local toddler groups, where they can develop their social skills. The childminder provides children with a variety of opportunities to see the world around them. For example, they visit the local libraries.
- The childminder focuses on supporting children's emotional well-being and behaviour. She plans the environment to encourage these learning intentions. For instance, she encourages turn taking as the children play with skittles. They are engaged and listen intently to the childminder. This develops children's positive self-esteem and positive behaviour.
- The childminder has developed good relationships with parents. She gathers information about children's abilities and achievements when they first start. The childminder keeps parents well informed of children's progress. She offers parents ideas and guidance for continued learning at home.
- The childminder understands what she would like children to learn overall as part of the curriculum. However, she does not make use of professional development effectively to support this. This does not help to strengthen her knowledge of the curriculum intentions and to help raise the quality of education even further. The childminder, however, does undertake all mandatory training, such as paediatric first aid.
- The childminder evaluates her provision. She gathers feedback from parents and children to help her identify areas to improve. For example, she is creating new areas of learning in her environment for the children to explore.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is not assured, due to the significant breach in legal requirements. Nevertheless, the childminder is able to recognise the signs and symptoms of abuse and knows what steps to take to protect the children she cares for. She understands how to report any concerns to the appropriate authorities, including the action to take should an allegation be made against her. The childminder refreshes her own safeguarding knowledge regularly to secure and broaden her understanding of wider safeguarding issues. She continuously checks that her home is a safe and secure space for children to enjoy. This ensures that children play in a safe environment.

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
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provide Ofsted with the relevant information to initiate suitability checks of any persons aged 16 or older living or working on the childminding premises.	02/06/2022
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To further improve the quality of the early years provision, the provider should:

- focus activities more precisely on the learning intentions and what children need to learn next
- engage in targeted professional development to strengthen knowledge of the curriculum, to raise the quality of teaching to the highest level.

Setting details

Unique reference number	160409
Local authority	West Sussex
Inspection number	10198259
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	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	5 October 2015

Information about this early years setting

The childminder registered in 2001. She lives in Chichester, in West Sussex. The childminder provides care all year round, from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector
Kelly Lane

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector carried out a learning walk and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector and the childminder carried out a joint evaluation of an activity.
- The childminder showed the inspector a range of documentation, including evidence of her first-aid certificate.
- The inspector obtained parents' views through written feedback.

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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