

Childminder report

Inspection date:

29 June 2022

Overall effectiveness

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy coming into the childminder's home and have a fondness for her well-resourced outdoor area. They particularly welcome the opportunity to spend uninterrupted time with the childminder, who plans some experiences to help develop some specific skills. For instance, children are offered a threading activity to build on their skills of persistence and to keep trying and have a go. The childminder ensures that children learn about the similarities and differences of the people they encounter. On a recent trip, children learned about the different houses and vehicles that they saw, such as bungalows and campervans.

However, the childminder does not consistently use planning effectively to ensure that activities are tailored to meet every child's individual needs. This hinders the progress that some children make in their learning and development. The childminder has not acted on recommendations from the last inspection to ensure the quality of the provision continually improves. As a result, children are not developing their skills and abilities to their fullest extent.

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

- The quality of teaching is not at a consistently good level. The childminder's assessment of what children know and can do is not precise enough to ensure that the curriculum on offer is ambitious. Although she supports children to develop across the areas of learning, she does not evaluate what children can already do accurately enough, to ensure that activities are appropriately challenging.
- The childminder works well with families and is able to identify those who may need extra support. She helps them to access services in their community. For example, the childminder gave parents information about parenting workshops to help support them at home.
- Children generally behave well. They play together, listen to the childminder and take turns with activities. However, children do not independently engage with the learning on offer. Instead, they rely on the childminder to direct their learning and problem-solve for them. This affects their confidence in coming up with new ideas, thinking critically and working things out for themselves.
- Children are offered an abundance of experiences outside the childminder's home to learn about people in their community. Trips to the local park, along with music sessions at the library, help build on children's understanding of themselves and others.
- The childminder ensures that children access their early years funding and she works closely with other settings to ensure that families get their full entitlement.
- Although the childminder presents information clearly to children, she does not

always build and extend children's thoughts and ideas to ensure that she is challenging them. She does not consistently respond to children's questions and interests to extend their learning. For example, she does not make use of the chance to expand on children's knowledge when they ask about 'floss' while learning about brushing teeth.

- The childminder reads to the children with excitement and engagement, introducing new words such as 'cavities' and 'molars' as she reads about brushing teeth. She brings this activity to life by using additional props that demonstrate oral health and hygiene. This helps children gain an understanding of healthy practices.
- The childminder makes use of some professional development opportunities, such as child protection and first-aid training. However, she does not focus her own professional development sufficiently on developing her understanding of how children learn and how to plan a meaningful curriculum. Consequently, the curriculum is not well planned to build on children's existing skills and help them make good progress over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding duties and how to keep children safe. She knows the possible signs that may indicate a child is at risk of harm and how to report her concerns. The childminder is aware of local safeguarding issues that may have an impact on children, such as the possible signs of them being at risk of extremism. The childminder's premises are safe and secure. She implements effective risk assessment procedures to help her recognise and remove any possible risk to children. The childminder has suitable procedures to check that any adult living or working on the premises is suitable to do so.

What does the setting need to do to improve?

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

	Due date
improve the use of assessments to develop an accurate understanding of children's development and use this information to plan challenging experiences that build on children's skills and help them make consistently good progress	01/08/2022

implement a more effective programme of professional development to improve understanding of how to extend children's learning and raise the quality of teaching to a consistently good level.	01/08/2022
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To further improve the quality of the early years provision, the provider should:

- improve teaching so that children receive more support to become independent learners, test out their own ideas and find out and do things for themselves.

Setting details

Unique reference number	105158
Local authority	Isle of Wight
Inspection number	10072249
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	2 to 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	25 May 2016

Information about this early years setting

The childminder registered in 1997. She lives in East Cowes on the Isle of Wight. The childminder works from Monday to Friday, 7.30am to 6pm, all year round, except for family holidays. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Christine Wilkinson

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 inspector observed children and the childminder taking part in a range of activities and assessed the impact on children's learning and development over time.
- The childminder and the inspector reflected on learning experiences for children.
- A range of documentation was viewed by the inspector, including public liability insurance and the childminder's paediatric first-aid qualification.
- Parents shared their views with the inspector.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.

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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