

Childminder report

Inspection date:

3 August 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder does not make the best use of her knowledge of the children to challenge the youngest children in her setting. There is a lack of consideration of how younger children learn, and these children do not benefit fully as they are unable to participate in some activities. However, experiences for older children are better as they take part in activities that reflect their experiences and have a richer level of interaction.

Children are generally secure in their surroundings and can independently select resources to play with. However, potential for learning is limited as the childminder does not extend or fully challenge their learning. Consequently, children are not always fully engaged in their play.

The childminder and the assistant show care and affection to children and support all of their care needs, including nappy changing and sleep times. New children receive a positive settling-in process that is individual to their needs. This means that most children settle well. The children behave well in the setting and make positive relationships. They show concern and compassion when another child is upset. Children follow the routines of the day and sit independently at mealtimes. Older children are beginning to gain independence and can tidy up resources with little support from adults.

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

- The childminder has a suitable understanding of what children can do, but does not always act on this to achieve the best outcomes for them. Younger children are not always provided with activities that encourage learning in the prime areas of development. During a painting activity, the childminder does not take opportunities to interact and teach valuable communication skills with the youngest children. Therefore, they do not make good enough progress in some areas of learning.
- The childminder keeps mandatory training up to date, such as first aid. However, she does not review 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. The childminding assistant is passionate about getting to know all children within the setting so that she builds positive relationships with the children and their parents. However, there is not currently a clear plan for how the assistant will up-skill and develop her practice to improve outcomes for children in her care.
- Parent partnership is positive and parents are happy that their children are safe and secure. They receive updates about what their child has been doing at the

setting. However, because the curriculum is not embedded and shared with parents, this prevents parents from supporting and extending children's learning at home.

- Children make choices about what they play with in the dedicated playroom as the childminder ensures free access to a range of resources. This means that child-led learning is supported. The adults play alongside children, but sometimes miss opportunities to extend their learning.
- Children are encouraged to live healthy lifestyles. Children wash their hands in a bowl of soapy water prior to eating each meal. They receive healthy meals provided by the childminder and only drink water in the setting.
- The childminder offers an inclusive environment for children with special educational needs and/or disabilities. She responds appropriately to their needs, giving them time or space to process information or manage feelings.
- The childminder has dogs and rabbits in the house. She ensures that children are safeguarded from any danger while allowing them to learn how to care for them, such as feeding the rabbits. This promotes the children's understanding of the world.
- The childminder has a child-led approach to learning where children make choices about what they would like to do. Older children choose to paint pictures and have discussions with the childminder about their experiences, colours, and colour mixing. This strengthens children's understanding of simple concepts.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a robust knowledge of safeguarding. The childminder has good procedures in place to keep children safe. She knows the possible indicators of abuse. The childminder understands the reporting procedures to follow if she has any concerns about children's welfare. She is aware of what to do if there is any allegation made against her or members of her household. She has risk assessed her premises and has measures in place, such as stair gates, to prevent children's access to areas by themselves and to ensure that her pets do not have unsupervised access to children.

What does the setting need to do to improve?

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

	Due date
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<p>reflect on practice and undertake appropriate professional development that enhances the quality-learning experiences for children and relay this to the assistant so that education continually improves</p>	<p>07/10/2022</p>
<p>make better use of knowledge of children's current stage of development to plan challenge for all areas of development.</p>	<p>07/10/2022</p>

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

- share more information with parents about how they can further support children's learning and development at home.

Setting details

Unique reference number	2538691
Local authority	Staffordshire
Inspection number	10221463
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Tamworth, Staffordshire. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She is registered to receive funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Ali Myers
Josephine Heath

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their written views of the setting with the inspector.

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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