

# Childminder report

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Inspection date:

28 September 2022

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## **Overall effectiveness**

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## **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 are happy in the welcoming environment and enjoy playing with each other and sharing toys and equipment. For example, gentle reminders from the childminder enable children to successfully take turns with the play-dough cutters. The childminder links closely with parents to learn about children's individual needs before they start, which helps her to settle children quickly. She assesses what children know and can do. However, the childminder does not use the information well to plan suitably challenging activities to build on children's individual learning. For example, there is no differentiation for a planned activity provided for younger and school-aged children.

Children benefit from a well-organised environment that enables them to make their own choices about their play. The childminder follows children's lead in their chosen play activities sensitively and engages in conversations with the children. However, the interactions from the childminder and her assistant do not always encourage children to think further or build on what they already know. For example, children easily discuss the comparative size of objects as they build towers with bricks. The childminder does not consistently keep the required records of attendance for all children. However, the impact is minimal as she knows the children who attend and completes the registers at a later date.

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

- The childminder does not use her observations to identify precisely what children need to learn next. Some activities are not based on what children already know and can do. As a result, children are not provided with a high enough level of challenge. For example, the childminder encourages older children to count in order and identify colours, knowledge and skills that they already have.
- The childminder does not consistently keep accurate records of attendance for all children. However, risks to children are low because she currently cares for a small number of children and is aware of who attends on which day.
- The childminder and her assistant know the children well. They demonstrate an understanding of their interests and family life as they interact with them during the children's self-chosen play. However, they do not use their interactions well enough to inspire children to remain excited about the activities they are engaged in. As a result, young children sometimes lack motivation to learn and are not consistently supported to make good enough progress in their development.
- Children behave well. They demonstrate an understanding of the childminder's expectations of them. For example, they follow instructions to wait at the curb before crossing the road. Children talk about listening and looking for cars to

increase their awareness of road safety.

- Children build secure relationships with the childminder and her assistant. Young children enjoy a cuddle, and older children are confident to ask for help when they need it. The childminder and her assistant are attentive to children's individual care needs, which promotes their emotional well-being effectively. Children acquire skills to support their independence and prepare them for future learning. For example, they manage simple tasks for themselves, such as taking off and putting on their own coat.
- Children develop an understanding of how to promote a healthy lifestyle. They make healthy choices about what they would like to eat. For example, they choose sticks of cucumber and pepper to eat alongside their sandwiches at lunchtime. The childminder and her assistant provide children with daily opportunities to be physically active. Children enjoy playing in the garden where they have the space to ride on tricycles and push along cars.
- The childminder works with parents to help new children settle and keeps parents informed about their children's achievements and progress. Parents share very positive views about the childminder's provision.
- The childminder and her assistant have prioritised mandatory training, such as first aid, to ensure children are kept safe. The childminder reflects on practice and is able to recognise where teaching practice needs improvement. However, she has yet to identify training and professional development opportunities that she and her assistant would benefit from.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder protects children from harm. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. The childminder keeps her child protection knowledge up to date and has ensured her assistant has completed mandatory safeguarding training. She identifies and successfully minimises potential risks in her home, taking into account the ages of the children attending. The childminder ensures that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain entry. She supervises children at all times.

## 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:**

	<b>Due date</b>
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use information from observations and assessments to identify precisely what children need to learn next, and use this information to plan challenging activities linked to the next steps in their learning	28/10/2022
ensure accurate and current records of attendance for all children are kept up to date.	14/10/2022

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

- develop teaching skills so that children consistently benefit from high levels of engagement to help challenge their learning further
- seek professional development opportunities to extend knowledge in teaching and to better support the development of children.

## Setting details

<b>Unique reference number</b>	EY451394
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10233400
<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 9
<b>Total number of places</b>	18
<b>Number of children on roll</b>	22
<b>Date of previous inspection</b>	11 October 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Clipstone Village, Nottinghamshire. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lianne McElvaney

## 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 his evaluation of the childminder.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and the curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children, the childminder and the childminder's assistant. She also took account of the views of parents. The inspector observed the quality of interactions between the childminder and her assistant and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This includes evidence of qualifications, the suitability of the childminder, her assistant and other household members, and a sample of policies.

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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