

# Childminder report

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Inspection date: 27 September 2022

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<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The childminder lacks knowledge and understanding of the 'Statutory framework for the early years foundation stage' (EYFS). For example, she does not have a current paediatric first-aid certificate, which could compromise children's well-being.

That said, children show that they feel happy and settled in this welcoming environment. Children benefit from a broad range of activities and real-life experiences that support their learning and development. For example, counting out the correct number of carrots needed to make a meal helps them to develop and apply their early mathematical knowledge. Children's growing independence in self-care is well supported. The childminder's approach builds on children's interests, such as dinosaurs, and they show consistently high levels of engagement.

Children are well-behaved and polite. They are building friendships and respond positively to each other as they play together. They listen to others and take turns together. This is evident when they are using the model dinosaurs to create their own imaginative story. They also show good teamwork and high levels of engagement when working together to solve problems, for example when completing jigsaws and using the tablet computer.

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

- The childminder has failed to access appropriate professional development opportunities, such as relevant training, or engage in ways to seek and act on guidance or support. This has an impact on her ability to evaluate her provision effectively and take steps to ensure that the quality continues to improve. She is not fully aware of her role and responsibility to meet the requirements of the EYFS. The childminder's paediatric first-aid certificate lapsed in 2019 and she has not made arrangements to renew this. However, she has previously attended paediatric first-aid training and can explain what she would do in some circumstances if a child was hurt or became ill.
- Children play a prominent role in their own learning. They can choose what to play with and remain engrossed for extended periods. The children enjoy sharing a book with the childminder, but there are no books readily available for children to self-select. Children know that they can ask for other resources to be brought out if they are not available. However, they cannot spontaneously choose to look at a book in the same way that they can choose other resources.
- The childminder knows the children's abilities and stages of development very well. She observes the children constantly and monitors their progress, quickly identifying any gaps in their learning. The childminder uses children's interests to

plan for activities and experiences that will help children build on what they already know and can do. Children are making good progress, and this is regularly shared with parents.

- In some ways, children are helped to live healthy lifestyles. They have regular opportunities to experience learning outdoors. For example, they grow and prepare vegetables or go on walks to the local park, where they collect pine cones, sticks and leaves to make a collage. They also enjoy running and playing football in the childminder's garden. Children benefit from nutritious, home-cooked meals and snacks, such as home-made chicken risotto.
- The childminder has built strong relationships with parents. Children's transitions between home and the setting are smooth. Parents share information and are involved in planning for their children's development and learning. For example, the childminder works with parents to ensure strategies used to encourage children's toilet training are consistent. She is also swift to identify and raise concerns with parents about children's development, such as delayed speech. Together they find ways to support children and to get additional help if needed.
- Parents are happy with the level of care and education their children receive. They say that their children are happy in the childminder's care and really look forward to attending. Parents say that the childminder 'takes time to learn and understand each child's individual needs'. They state that they are well-informed and kept up to date with their children's learning and developmental progress through regular conversations. Parents speak highly of the home-from-home environment and the nutritional meals. They say that children's home routines are followed. Parents also speak of the childminder's 'robustness' and 'bravery' in looking after children throughout the pandemic.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The childminder does not have a current paediatric first-aid certificate. Therefore, children's safety and well-being cannot be assured. The childminder has not attended safeguarding training for some time and therefore has not assured that she has the most up-to-date knowledge of safeguarding issues. That said, she is alert to some of the possible signs of abuse and knows what to do if she suspects children are at risk of abuse or neglect. There are measures in place to ensure the premises are secure. Visitors' identity is checked on arrival and there is a separate entrance for children and parents. The childminder carries out regular risk assessments and checks of play areas. Children are supervised well.

## **What does the setting need to do to improve?**

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
update paediatric first-aid training	04/11/2022
improve knowledge and understanding of your role and responsibility to meet the requirements of the EYFS and undertake appropriate professional development opportunities to ensure that the quality of provision continues to improve.	04/11/2022

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

- enhance opportunities for children to choose books more freely.

## Setting details

<b>Unique reference number</b>	506587
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10234570
<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>	2 to 7
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	21 October 2016

## Information about this early years setting

The childminder registered in 1987 and lives in Shrewsbury. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Sarah Dukes

### Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure the environment, resources and equipment are suitable.
- The childminder spoke to the inspector about their intentions for children's learning, how the curriculum is implemented and the impact these have on children's learning.
- Children spoke to the inspector.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- The inspector reviewed a sample of relevant documentation.

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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