

# Childminder report

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Inspection date:

20 October 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

The childminder does not ensure that children are consistently provided with rich and stimulating activities as they play at the setting. Consequently, children do not remain engaged or highly motivated to learn. In addition, the childminder does not adapt her curriculum to suit children's different ages and stages of development. This does not ensure that all children are able to flourish in their development. That being said, there are positive bonds forming between the children and the childminder. For example, children seek her out if they become unsettled. The childminder recognises and responds to them as they show signs of tiredness.

Children enjoy stacking blocks together with the childminder. The childminder uses lots of praise to encourage children to join in. Children also enjoy looking at the pictures in stories. They smile as they turn the pages in the book. The childminder works well in partnership with others. For example, she gathers key information from other settings that children attend. She uses this information to ensure that those children receive consistency in their care and learning. Children generally follow the instructions of the childminder. They behave well.

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

- The curriculum lacks depth. In addition, the childminder does not ensure that she tailors her curriculum to suit children's different ages and stages of development. This does not enable her to build on what children already know and can do effectively. It also impacts on the progress that children are able to make in their learning from their starting points.
- The childminder finds out children's starting points from parents. She also completes her own assessments to find out what children already know and can do. However, the childminder does not use this information to help inform her planning to ensure that all children are consistently provided with meaningful and stimulating activities. Consequently, children quickly become disengaged or lose interest in the activities on offer to them.
- The childminder completes essential training to ensure that her understanding of first aid and safeguarding is kept up to date and secure. However, she does not place enough focus on improving her teaching practice to ensure that children are provided with high-quality and positive learning experiences that improve over time.
- The childminder's knowledge of how to support children to regulate their own emotions and to learn right from wrong requires improvement. That being said, the childminder speaks calmly to the children as they play. She encourages children to use their manners as they request things.
- Grandparents speak highly about the childminder. They comment that their grandchildren love to attend. Grandparents also state that they can see the

positive relationships that the childminder has formed with their grandchildren. The childminder comments that she ensures that parents are kept up to date about their child's progress. She makes referrals to other professionals, such as health visitors, when concerns are raised about a child's development. This ensures that those children receive the specialist help and support they require.

- The childminder uses different events throughout the year to teach the children about others. She also takes the children out and about so they can see the different lifestyles that people have. The childminder encourages the children to ask questions so that they can deepen their knowledge and learn about any similarities or differences that people may have. This approach is successful in preparing children for life in modern Britain.
- The childminder recognises the impact of the recent COVID-19 pandemic on children's physical development. She places focus on supporting children to get active and to have regular exercise. The childminder does this by taking the children on daily walks in their local community, playing outdoors and going on trips to the park. She also provides children with balanced meals throughout the day. This supports children to start to learn how they can live healthy lifestyles.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge of safeguarding is secure. She shows awareness of the different types of abuse, such as female genital mutilation and county lines. The childminder is able to describe the action she would take if she was concerned about the welfare of a child. The childminder also knows the action she should take if an allegation or complaint is made against herself or a member of her household. The use of risk assessments is robust to ensure that children are kept safe from harm while they attend the setting. The setting is clean throughout.

## 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 curriculum to ensure it consistently covers all areas of learning, is tailored to meet children's different ages and stages of development and builds on what children already know and can do	15/12/2022

use the information gathered about the children to help inform planning and/or next steps and to provide the children with rich, stimulating activities that keep them engaged and highly motivated to learn	15/12/2022
seek professional development opportunities to gain knowledge that will ensure that children are provided with high-quality and positive learning experiences that continuously improve over time.	15/12/2022

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

- increase knowledge and understanding of how to support children to regulate their own emotions and learn right from wrong.

## Setting details

<b>Unique reference number</b>	209584
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10234333
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	2 November 2016

## Information about this early years setting

The childminder registered in 1995 and lives in Cheadle, Staffordshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Louise Chinyuku

### 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 setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Grandparents shared their views of the setting, and the inspector took account of their views.

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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