

Childminder report

Inspection date:

15 December 2022 - 13 January 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder has not informed Ofsted of people who have regular contact with children. As a result, Ofsted has not been able to complete the appropriate checks to ascertain their suitability. The childminder's home is welcoming. Children demonstrate a sense of belonging. For example, they independently access their belongings from baskets assigned to them. The childminder is warm and attentive to children. She knows them well and responds swiftly to their needs. Children snuggle in her arms when they need reassurance and when they are ready for a nap. Children are curious explorers and test their ideas in self-initiated activities. For example, they test the speed of little cars and show visitors how many wooden rings they can stack on a pole.

The childminder understands how children learn and has high expectations of what they can achieve. She acts as a good role model and displays positive manners and attitudes. Children benefit from meaningful conversations with her and her assistant. Children follow a good hygiene routine. For example, they wash their hands before and after meals without encouragement. Children show an interest in making healthy choices during mealtimes. For example, they eat sandwiches and fruit before their yoghurts.

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

- Since the last inspection, the childminder has developed good links with schools and other childminders. The childminder and her assistant introduce themselves to teachers. They provide their contact details to school to ensure teachers can contact them easily regarding children's learning, development and welfare. This supports children's continuity of care and education.
- The childminder structures her curriculum based on seasonal changes and incorporates children's interests into her teaching plan. She gathers parents' views on their children's development during settling-in sessions to ensure her teaching plan is effective. Consequently, she plans activities that support children's development in all areas of learning. However, the childminder does not regularly read to the children or plan a literacy-rich environment that promotes children's love of books.
- The childminder emphasises the importance of teaching children road safety and appropriate behaviour at the school gates. Children discuss rules and expectations before leaving for school in the morning. This develops children's understanding of dangers and how they can keep themselves safe.
- The childminder teaches children fundamental values and respect for others. Children are respectful towards the childminder and other visitors. Although the childminder encourages children to tidy up after their play is finished, she does not reinforce this or actively involve them in the tidying-up process. This does

not promote children's sense of achievement and responsibility in completing small tasks.

- The childminder provides frequent opportunities for children to develop their knowledge and understanding of numbers. For example, during play, she frequently implements number games and describes to children how many objects they give her. This helps children to develop their understanding of early mathematical language and count numbers in sequence.
- The childminder encourages children to be physically active, indoors and outdoors. Children benefit from many activities in a purposely arranged garden. They enjoy all outdoor activities planned for them, including trips to local playgroups and playgrounds. Children squat, jump, run and crawl with confidence.
- The learning environment is clean and organised well. Children access good-quality learning resources independently and engage in self-initiated play. For example, children use their handling skills when playing with stacking toys and develop good hand-eye coordination.
- The childminder builds positive relationships with parents and carers. Parents feel informed about their children's daily learning and development. Parents comment on how grateful they are for the childminder's flexibility and willingness to work around their work commitments. The childminder shares vital messages regarding children's safety and displays them in her corridor for parents' reference. For example, the childminder has shared with parents recent NHS guidance on managing scarlet fever.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not demonstrate a good enough knowledge and understanding of safeguarding procedures or notifications that need to be made to Ofsted. This is specifically in relation to regular visitors to the house who have unsupervised contact with the children. Consequently, suitability checks have not been carried out to ensure everyone who has contact with children is safe and suitable. However, the childminder and her assistant know the signs and symptoms of abuse. They speak confidently about the dangers of female genital mutilation and honour-based violence, such as forced marriage. The childminder demonstrates what procedure she would follow if she suspects a child might be in danger. The childminder regularly attends safeguarding and child protection training to ensure her knowledge is up to date. She periodically reviews risk assessments for outings before taking children to playgroups.

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:

	Due date
ensure that people who have not been checked do not have unsupervised access or contact with children	17/01/2023
improve knowledge and understanding of when to notify Ofsted of anyone else who regularly has unsupervised contact with the children.	23/01/2023

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

- enhance opportunities for children to access a wide range of books and listen to stories
- build on practice that supports children in developing a sense of responsibility and involves them in everyday tasks.

Setting details

Unique reference number	EY430563
Local authority	Coventry
Inspection number	10264087
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	1 to 11
Total number of places	12
Number of children on roll	9
Date of previous inspection	22 May 2017

Information about this early years setting

The childminder registered in 2011 and lives in Coventry. Her husband works with her as an assistant. The childminder cares for children all year round, Monday to Friday, from 7.30am until 5.30pm. She holds an early years qualification at level 3.

Information about this inspection

Inspectors

Anna Makowska
Tracey Boland

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the childminder and have taken that into account in their evaluation of the provider.
- During the inspection, the inspectors spoke with the childminder and children at appropriate times and carried out a joint evaluation of teaching and learning.
- The inspectors took account of the parents' views.
- The inspectors observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspectors looked at relevant documentation, including evidence of recent training and suitability of people living in the household.

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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