

# Childminder report

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Inspection date:

8 February 2023

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## **Overall effectiveness**

## **Requires improvement**

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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 and settled. They clearly feel at home in the childminder's care. Children form strong relationships with the childminder, who is tuned into their needs. She offers them cuddles and reassurance if they become tired or upset. This helps to support children's emotional well-being. However, children do not consistently benefit from an ambitious curriculum. The childminder is not confident in her knowledge and skills. This means children do not always make the progress they are capable of.

Children independently access a range of age-appropriate toys and resources. The childminder sits alongside them to support their play. Young children are beginning to learn about mathematical concepts. They practise building small towers and delight in knocking them down. Young children develop their hand-to-eye coordination. They excitedly push small cars up and down the ramp of the garage. The childminder demonstrates how to make the cars go faster. Children compare the size of cars and announce, 'They are the same.' The childminder engages children in thoughtful conversations. They recall recent experiences from home. Children talk to the childminder about their birthday and tell her that their cake had cars on it. Children listen attentively to stories being read enthusiastically by the childminder. She introduces single words and associated sounds to support the youngest children's emerging speech.

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

- The childminder has a satisfactory knowledge and understanding of how children learn and develop. She completes mandatory training, such as paediatric first aid, in a timely manner. However, the childminder is yet to implement a focused and targeted approach to her professional development to improve her knowledge and skills and raise the quality of her teaching to a good level.
- The childminder plans some play activities around children's interests. For example, she provides them with craft activities, as this is what they enjoy. Children regularly make cards and pictures to take home. Although the childminder makes some assessments of what children know and can do, she does not ensure they are accurate or used effectively to plan what children need to learn next. This means children do not always make good levels of progress.
- The childminder speaks to the children in a gentle manner. She treats them with kindness and respect. The childminder has some expectations for their behaviour. For example, she explains the house rules, and children understand that they must not climb on the furniture.
- The childminder supports children to settle into her care. She invites parents and children to attend taster sessions at her home so they can get to know her and become familiar with their surroundings. However, on induction, the childminder

does not seek enough information from parents about children's prior knowledge and skills. This means the childminder is not able to plan for their learning effectively or monitor their progress from the outset.

- The childminder regularly takes children to the local pre-school they also attend. However, she is yet to establish effective ways to share information with the professionals there to support a consistent and complementary approach to children's learning.
- The childminder supports children's good health. She encourages parents to provide children with healthy and nutritious meals and snacks in their lunch box. Children keep themselves hydrated as they independently access their water bottle throughout the day. The childminder makes sure they have daily opportunities for fresh air and exercise. Children develop physical skills. They climb on apparatus in the childminder's garden. The childminder regularly takes children for walks in the local countryside to look at animals and birds.
- The childminder has good relationships with parents. She speaks to them at drop-off and collection times about children's care needs. In addition, she adds photos of the activities children take part in to their individual books, which parents are invited to look at. However, the childminder is yet to share enough information with parents about children's learning at her setting to help them continue and extend this at home.
- Parents' comments are highly complimentary about the childminder and the service she provides. They remark on how happy and settled their children are. Parents comment on the range of activities their children enjoy and how flexible and reliable the childminder is.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable understanding of how to safeguard children. She attends child protection training to keep her knowledge up to date. The childminder is aware of the signs and symptoms that may indicate a child is at risk of abuse or neglect. She knows the procedures to follow should she have a concern about a child's welfare. The childminder carries out daily safety checks of her home and garden and removes any hazards to children. She ensures that her dogs are locked in their outdoor kennels when children are present.

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

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

	<b>Due date</b>
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ensure professional development opportunities are focused on improving knowledge and skills to raise the quality of teaching to a good level	28/02/2023
ensure assessments of children's learning are accurate and used effectively to monitor their progress and plan for future learning.	28/02/2023

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

- seek information from parents on induction about children's prior skills and knowledge to plan for their learning effectively and monitor their progress from the outset
- build on partnerships with professionals from other settings that children attend to share information and offer a consistent and complementary approach to children's learning
- share more information with parents about children's learning at the setting to support them to continue and extend learning at home.

## Setting details

<b>Unique reference number</b>	223373
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10263524
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	4 May 2017

## Information about this early years setting

The childminder registered in 1999 and lives in Leominster. She operates all year round, from 8am until 5pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Tina Smith

### 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of the views of parents through written documentation left at the setting.
- The childminder provided the inspector with a sample of key documentation on request.

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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