

Childminder report

Inspection date: 13 April 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 does not implement effective risk assessments. The childminder does not recognise or take appropriate steps to minimise all potential risks within the home. As a result, children are potentially exposed to risks which could be harmful to them.

Nonetheless, children are settled and content at the childminder's home. Children show great interest in the engaging activities that the childminder has planned for them. Children develop their mathematical knowledge. For example, when asked by the childminder, they successfully identify shapes, such as an oval and link this to the shape of an egg. During mealtimes the childminder encourages children to count how many pieces of fruit they have. Children use their knowledge and when playing with toy frogs, they line them up and carefully count each one in turn.

The childminder successfully supports children's physical skills. Outside, children use their upper and lower body strength as they confidently climb up the slide. The childminder stands close by to offer encouragement as children go down the other side. Children use their fine motor skills and develop pencil control while drawing and colouring. They skilfully master how to handle and use utensils, such as knives and forks when eating.

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

- The childminder has failed to identify and remove all possible risks to children. Risks are present in areas that are not always supervised by the childminder. For instance, hazardous items, such as cleaning products, nail polish remover and razors are within reach of children.
- The childminder provides a curriculum that supports children's future skills in learning. She carefully considers what she knows about children and what she wants them to learn next. As a result, children enjoy a range of activities and learning experiences specifically tailored to them.
- The childminder helps children to identify feelings and emotions. For example, she uses emotion cards to discuss different facial expressions shown in the pictures and explore how the people in the picture may be feeling. Children recognise a picture of a child who feels unwell. The childminder extends their learning as she introduces a medical kit, and children learn about having their temperature taken when unwell.
- Children develop good self-help skills. The childminder provides opportunities for children to practise these skills. For example, children confidently wash and dry their own hands. After outdoor play, they independently take off their own shoes and rain suits.
- The childminder has effective two-way communication with parents and carers.

She acknowledges the importance of finding out essential information about children from their main carers. However, where the childminder shares the care of children with other early years settings, effective partnership working is not in place to provide a consistent approach in meeting the needs of children and families.

- Children gain an understanding of the local community. For example, the childminder takes children on regular visits to the library. Children learn about the concept of a library, and they discover that they can access and borrow a wide range of different types of books.
- The childminder encourages children to have good manners. As a result, children are polite and say 'please' and 'thank you'. Children behave well and have a positive approach to learning. For instance, children pick up a shell and ask the childminder what it is. Children listen in awe as the childminder explains that it is a conch shell that crabs live in and they use it to creep across the seabed.
- Children learn the importance of caring for their teeth. Children confidently explain that sweets are not good for your teeth, and that they can make your teeth fall out. The childminder teaches children the value of going to the dentist and helps children to feel comfortable about attending dental appointments.
- The childminder keeps her knowledge and skills updated. For instance, she regularly completes e-learning and receives updates in relation to the early years sector through government websites and other organisations. She proactively shares knowledge and good practice with other local childminders.

Safeguarding

The arrangements for safeguarding are not effective.

Ineffective risk assessments mean that dangerous items are left in reach of children by the childminder. This leaves children at potential risk of harm. The childminder has a secure knowledge of child protection issues and understands how to identify and report signs of abuse. She has completed a range of training to keep her safeguarding knowledge up to date. This includes how to recognise and report extremism and radicalisation. The childminder implements good hand hygiene to reduce the risk of illness and infection. She caters well for children's individual health needs, such as food intolerances and allergies.

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
--	-----------------

implement effective risk assessments to ensure that the environment is safe and secure by identifying and minimising all possible risks to children.	04/05/2023
--	------------

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

- establish partnership working and effective sharing of information with other settings that children attend, to help children make the best possible progress.

Setting details

Unique reference number	260445
Local authority	Nottinghamshire County Council
Inspection number	10263427
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	6
Number of children on roll	10
Date of previous inspection	2 May 2017

Information about this early years setting

The childminder was registered in 2001 and lives in East Markham, Newark. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

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 the evaluation of the setting.
- The childminder and the inspector completed a tour of the home and discussed the safety and suitability of the environment.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to the childminder at appropriate times during the inspection and took account of their views.
- 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 inspector viewed written feedback from parents during the inspection and took account of their views.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023