

Childminder report

Inspection date:

1 June 2023

Overall effectiveness

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The quality of teaching and learning that children receive is variable. This is because the childminder has not thought carefully enough about how she tailors her curriculum to suit all stages of children's development. In addition, at times the childminder does not adapt her teaching practice or activities well enough to suit the different learning needs of the children in her care. This results in occasions where children lose interest and walk away from the activities on offer. This does not support all children to make good enough progress in their learning.

That said, the childminder has taken action to improve since her last inspection. For instance, she has made changes to her home to ensure that it is safe and suitable for children. Children enjoy playing outdoors. They have fun as they ride in the cars and kick the different balls. Children develop positive and caring relationships with each other and with the childminder. They are happy and settled. The childminder is consistent in her approach to managing children's behaviour. She reminds children of the rules throughout the day. This works well, and consequently, children's behaviour is good.

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

- The childminder's curriculum covers all areas of learning. However, it does not fully take into consideration the different ages and stages of children's development. At times, the childminder thinks more about the end outcome that she wants children to achieve. For example, she concentrates on children learning to read and write, rather than on supporting them to build on what they know and can do in sequence. This impacts on the progress children are able to make in their development.
- The childminder places focus on children's communication and language development. She generally remodels children's language well. For example, as children pronounce 'nana' or 'bage' as they talk about the different fruits and vegetables, the childminder repeats back 'banana' and 'cabbage'. This helps children to learn the correct pronunciation of words.
- The childminder finds out children's starting points from parents. She then continues to observe and assess children's learning to find out any gaps in their development. However, the childminder does not fully utilise what she knows about the children to plan suitable activities for them to engage in. Consequently, there are occasions where activities are too challenging for children to be able to achieve.
- The childminder has attended a range of training since her last inspection. However, this has not yet improved the quality of teaching that children receive. For example, the childminder does not adapt her teaching practice to ensure that children fully understand the questions she asks them. In addition, there

are also occasions during adult-led activities, where the childminder does not allow the children enough opportunities to direct or lead their own play. This impacts on children's overall engagement.

- The childminder has not thought well enough about the organisation of the daily routine. For example, there are multiple occasions where she interrupts children's play so that she can carry out care routines for other children. This limits children's ability to stay highly motivated to learn.
- The childminder is keen to support children to learn about themselves and others. Through a range of activities and celebrations throughout the year, she talks to children about their similarities and differences. This prepares children well for life in modern Britain.
- The childminder supports the children to learn how they can take care and look after each other. For example, as older children play outside with their younger peers, she has discussions with them about the need to be careful. Children respond well to this. They show high levels of care and attention towards each other.
- Parents comment extremely positive about the childminder. They share that their children love to attend. The childminder actively finds out key information about the children from their parents before they start. This includes their dietary and medical requirements. The childminder keeps parents fully informed about ways that they can support their child at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge of risk has improved drastically since her last inspection. She has taken steps to minimise the risk to children in her home and in the garden area where children play. The childminder has put barriers in place to ensure that children do not get access to certain areas of her home without her knowledge. Hazardous materials and equipment, such as knives and cleaning products, are kept out of children's reach. The childminder deploys herself well to ensure that she can supervise children effectively as they play and eat. She takes care to prepare children's food to limit the risk of choking, especially for younger children. The home is safe and secure. It is clean throughout. Sleeping children are now kept within sight and/or hearing. The childminder checks on them regularly to ensure they are safe. Her knowledge of what may indicate a child is at risk of harm is sound. The childminder is aware of the action she needs to take if she is concerned about the welfare of a child.

What does the setting need to do to improve?

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

	Due date
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improve the curriculum to ensure it takes into consideration the different ages and stages of children's development and builds on what they already know and can do	29/06/2023
develop the use of planning to ensure all children have access to appropriate, purposeful activities and have more opportunities to lead and direct their own play.	29/06/2023

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

- utilise knowledge gained from training to help adapt teaching practice to meet the children's individual needs and to help improve the quality of teaching and learning that children receive
- think more carefully about the organisation of routines to minimise the amount of interruptions to children's play.

Setting details

Unique reference number	EY468491
Local authority	Staffordshire
Inspection number	10271320
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	0 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 December 2022

Information about this early years setting

The childminder registered in 2013 and lives in Newcastle. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds a level 2 qualification.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the home and discussed the safety and suitability of it.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- 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 spoke to, and viewed feedback from, several parents during the inspection and 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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