

Childminder report

Inspection date: 28 June 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

The childminder does not have a sound enough knowledge of a range of safeguarding and child protection issues. This places children at unnecessary risk of harm. Furthermore, children do not make the best possible progress in their learning and development. This is due to weaknesses in the quality of education provided. The childminder does not have a secure knowledge of child development and how learning is sequenced. She does not use observation and assessments to establish what children know and can do, and therefore does not understand their stage of development. Children engage in activities for short periods. However, activities and resources do not fuel children's curiosity, and children quickly resort back to familiar toys brought in from home. As a result, learning opportunities are limited and not sufficiently challenging.

Despite these weaknesses, children are happy, settled and content in the care of this childminder. Overall, children behave well. The childminder encourages turn-taking through play and consistently reminds children to use their manners. The childminder is nurturing towards children and attentive to their personal care needs. She offers praise for children's achievements. Children enjoy story time and singing along to familiar nursery rhymes.

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

- The childminder does not implement a rich and meaningful curriculum. She has some ideas of what she wants children to learn. However, she lacks the understanding of how to plan and build on children's existing knowledge and skills. For example, activities throughout the session focus on naming colours and animals. The childminder fails to identify that children are competent and secure in this area of learning. She does not provide learning opportunities to build on what they already know.
- The childminder does not have a secure enough knowledge of all areas that she teaches. For example, she does not understand the importance for children to develop a deeper understanding of numbers and not just be able to count. As a result, children do not gain the skills they need to support their future learning.
- The childminder provides nutritious, home-cooked meals for children to enjoy. However, she does not offer children a healthy range of snacks. For example, in the morning, children are offered ice cream and crisps to eat. This does not support children to learn about making healthy choices.
- The childminder completes mandatory training, such as paediatric first aid. However, she does not access any professional development opportunities, nor is she reflective of her practice. This negatively impacts on the quality of education for children. Furthermore, the childminder's safeguarding training is not sufficient to support her in her role as the designated safeguarding lead.

- The childminder is not aware of what is notifiable to Ofsted. She has failed to notify Ofsted about individuals who no longer live on the premises. While this does not put children at risk of harm, it is a breach of a statutory requirement.
- The childminder gathers some information about children before they start the setting. She finds out about children's dietary needs and medical history. This helps to support children's care needs. That said, the childminder does not gather sufficient information from parents or previous settings that children have attended, to establish their starting points. Therefore, the childminder is not able to support children's learning from the start.
- The childminder places an emphasis on supporting some aspects of children's personal development in preparation for their transition to school. She supports children to progress with their toilet training and teaches them the importance of being kind. However, the childminder does not recognise the importance of sharing information about children's learning with the schools that they are due to attend. This impacts on the continuity of care and education.
- Parents report positive relationships with the childminder. They are kept informed of their child's day through handovers at the end of each session. They report that the childminder provides a safe 'home-from-home environment', and they are appreciative of everything that she does for their children.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a good enough knowledge of the wide range of safeguarding and child protection issues that children may be subject to. Therefore, she cannot effectively protect children from harm. That said, the childminder knows what action to take if she had concerns that a child was a risk of abuse, or if an allegation was made against herself. The childminder has effective risk assessments in place to ensure her premises are safe and suitable for children to play and learn. The childminder supports children to stay safe online.

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
use assessment to understand children's stage of development and provide planned, purposeful and challenging activities to support and extend children's learning and development	29/07/2023

ensure professional development and self-reflection are implemented and used effectively to raise the quality of education for children	29/07/2023
improve arrangements for supporting children to develop healthy choices, with particular regard to providing balanced, nutritious and healthy snacks	29/07/2023
obtain accurate information about children's starting points from parents and other early years settings children have attended, to ensure consistency in children's learning	29/07/2023
improve knowledge of what is notifiable to Ofsted	29/07/2023
attend appropriate safeguarding training to secure knowledge of all safeguarding and child protection issues	07/08/2023
share information with other educational settings that children are due to attend, to ensure continuity in the support and learning that children receive.	01/09/2023

Setting details

Unique reference number	EY330374
Local authority	Stoke-on-Trent
Inspection number	10289252
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	17 November 2017

Information about this early years setting

The childminder registered in 2006 and lives in Fenton, Stoke-on-Trent. The childminder works all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Roxanne Mason

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector took into account the views of parents.
- 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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