

# Childminder report

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Inspection date:

21 September 2023

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## **Overall effectiveness**

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## **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 childminder has made some improvements since the last inspection. She has addressed the safety aspects of her home, and it is now safe for children who attend. She has reviewed her risk assessment processes and strengthened these to reduce risk to children. Despite this, the childminder's hygiene routines are not yet robust enough to ensure that children are free from the risk of cross-contamination, as the childminder's pets can access toys the children play with. In addition, children do not yet fully understand behaviour expectations. Although the childminder has started to reinforce appropriate behaviour actions, such as sharing and using manners, these are not yet fully understood by children. As a result, they struggle to negotiate and resolve conflict during play.

Nevertheless, children enjoy spending time with the childminder. She is warm and caring and shows a genuine affection towards the children she cares for. Children sit with the childminder and share books. They enjoy pointing out animals in the stories and jump around excitedly making the noises of the animals they notice. Children learn to recall past events and relate them to the books they share. They notice a picture of a crane and talk about seeing one when out walking with the childminder.

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

- The childminder knows what she wants children to learn while they are attending her setting. She prioritises developing their independence and confidence ready for their next stage of learning. She offers opportunities for children to explore different materials, such as paint and sand. There are times, however, when children lose interest in the activities on offer, and the childminder does not intervene to maintain their curiosity and extend their learning further.
- The childminder uses assessment effectively to review children's stage of development. She knows children well and creates suitable learning targets for them. For example, she acknowledges when children are getting ready to transition to school and considers the skills they will need to manage their new environment.
- Children learn to develop their independence. The childminder teaches children to put their own shoes and coats on and take care of some of their own personal care needs. For example, children are given wipes after a painting activity to clean their hands. They pay attention to where the paint is and continue to wipe their hands until all of the paint has gone. This helps children to become competent in taking care of their own needs.
- Children are starting to learn how to behave appropriately with their peers. The childminder talks to the children about what she expects from them. She models

the correct use of manners at mealtimes, and children are beginning to copy this. However, there are times when children want to play with the same toys and struggle to find a way to resolve this calmly. The childminder often needs to provide intensive support to defuse the situation. As a result, children do not learn how to develop their negotiation skills and resolve conflict.

- The childminder follows hygiene processes during main routines of the day. For example, she ensures that children wash their hands before and after eating and cleans surfaces where food is served. However, hygiene practices are not yet robust enough. She does not ensure that her pets cannot access resources that the children use. This increases the risk of cross-contamination.
- Parents comment positively about the care their children receive. They talk about the progress their children make, particularly in relation to their speech and language skills. They receive daily communication about their children's day and know what stage of development their children are at. They describe their children as happy to attend.
- The childminder has completed numerous training courses since the last inspection. She reflects on her practice and has updated her knowledge and skills to improve experiences for children. She has ongoing plans to improve her skills further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has made several changes to her home since the last inspection. She has improved her risk assessment knowledge and ensures the environment is safe for children. She ensures that hazardous items are kept out of reach of children and that all equipment is safe and suitable for them to use. She has completed further safeguarding training and is fully aware of signs that may indicate a child is at risk of harm. She knows what procedures to follow if she has a concern about a child and understands the importance of ensuring that any adults in the home have relevant suitability checks completed.

## 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
strengthen hygiene routines to ensure that children are free from the risk of cross-contamination.	18/10/2023

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

- extend learning opportunities for children to promote their curiosity and develop their knowledge and skills even further
- continue to develop children's understanding of behaviour expectations that support them to develop their negotiation and conflict-resolution skills.

## Setting details

<b>Unique reference number</b>	223442
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10302408
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	15 June 2023

## Information about this early years setting

The childminder registered in 1995. The childminder has a level 2 early years qualification. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Christine Ward

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to 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.

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