

Childminder report

Inspection date: 16 May 2024

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	Good

What is it like to attend this early years setting?

The provision requires improvement

Children show they are independent. They confidently access a range of activities within the childminder's home. They happily explore and enjoy playing alongside their peers. The childminder and her assistant help children to understand how to keep themselves safe. For example, children wait their turn when climbing down the steps into the garden. Children learn to be respectful to others. They help to keep the playroom tidy by putting resources away. Volunteers visit the childminder's home to gain experience of working with children. Although the childminder has ensured their suitability, she has not informed Ofsted of new household members. Additionally, the childminder does not adhere to the correct staff-to-child ratios as required to meet children's development needs.

The childminder uses narrative in children's play, such as talking to them about the pretend cups of tea they are making. She introduces mathematical language, counting 'one, two, three' before she blows bubbles for the children to pop. However, she does not provide children with an ambitious curriculum. She does not plan her curriculum well enough to build on children's existing skills.

Most children settle well although, at times, the childminder does not always respond quickly enough if children become upset. She does not consistently help children to understand how they are feeling. Nonetheless, children enjoy being with the childminder. She encourages them to practise throwing a ball into a box. Children use their upper body strength and skill to aim the ball into the box successfully.

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

- The childminder supervises children while they play. However, she cares for too many children alone while her assistant is taking others to school. She does not provide children with high-quality learning experiences during this time to help them make more progress.
- Children enjoy investigating new activities. For example, the childminder's assistant shows them some pretend bees made from pom-poms and pipe cleaners. She encourages older children to use tweezers to pick up the bees. This helps children to develop strength in their hands in preparation for early writing. For younger children, she talks to them about the sound bees make and encourages them to repeat it to support their language skills.
- The implementation of the curriculum is not always ambitious and, at times, is not planned and sequenced effectively. Children often lose interest in activities as the childminder does not consistently keep them engaged. When children do lose concentration, the childminder provides them with another box of toys instead. She does not challenge and extend their learning effectively to build on

their existing knowledge.

- Parents comment on how the childminder keeps them informed about their child's day. The childminder communicates with them both verbally and through an online communication system. They say the childminder is flexible and always tries to accommodate children while they work.
- Children enjoy playing outside and using equipment such as the small slide. They use alternate feet and navigate their way up the slide steps, supporting their physical skills. However, when children become upset from falling over, the childminder does not always respond quickly enough to comfort them. She does not talk to children about how they are feeling to support their emotional security.
- The childminder and her assistant implement singing sessions with the children. Children join in with songs and copy the actions to develop their communication. Later, children enjoy using musical instruments, listening to the different sounds the instruments make.
- Children show interest in new sensory experiences. For instance, they play with yellow shredded paper and enjoy throwing it up into the air. They listen to the paper rustling when the childminder's assistant holds it near to their ear. Children find out how ice feels and try to work out how to remove the frozen toy dinosaurs from the ice.
- The childminder meets children's personal needs. She knows when they feel tired and puts them to sleep. She reminds children to take frequent sips of water to ensure they remain hydrated. The childminder provides children with healthy cooked meals to help promote good health. She changes children's nappies frequently to ensure they remain comfortable.
- The childminder and her assistant know how to recognise when a child may be at risk of harm. They understand the procedures to follow and who to report their concerns to should they be worried about a child.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
ensure the correct staff-to-child ratios are consistently met to meet the development needs of all children	16/06/2024

provide an ambitious curriculum and high-quality interactions for all children, which challenges and extends their existing knowledge to help them make more progress.	16/07/2024
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To further improve the quality of the early years provision, the provider should:

- provide children with more opportunities to learn about their feelings and ensure they receive the reassurance they need to help them feel emotionally secure.

Setting details

Unique reference number	102520
Local authority	Cornwall
Inspection number	10349079
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 13
Total number of places	18
Number of children on roll	30
Date of previous inspection	10 December 2021

Information about this early years setting

The childminder registered in 1983 and lives in Torpoint, Devon. She offers care Monday to Friday, from 6am until 7pm, all year round, except public holidays. The childminder works with assistants and volunteers.

Information about this inspection

Inspector

Joanne Steward

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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about 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.
- Children spoke to the inspector during the inspection.
- 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 carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- 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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