

Childminder report

Inspection date:

6 June 2024

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not provide the children with a strong foundation for their future learning. The curriculum has not improved since the last inspection and is unambitious and ineffective in helping children to make good progress towards their developmental milestones. The childminder assesses children's progress and identifies some key areas for development. However, she does not focus on developing these areas or put the necessary support in place to help close gaps in children's development quickly. The childminder does not support children to manage their feelings and emotions. Children are not making the progress of which they are capable and are at risk of falling further behind. The childminder has not focused on her professional development to make improvements to her practice. This means some other areas of her practice have declined, including her not recording children's attendance.

Children are settled and happy with the childminder and have formed positive relationships with her. They concentrate during activities and, on occasions, spend an appropriate amount of time engaged in those they enjoy. However, the childminder does not interact effectively with the children to encourage and motivate them to explore, experiment and think things through. For example, when children point to water on the table in the garden, the childminder tells them it rained last night, rather than encouraging them to think about where it came from. The limited interactions restrict the extension of children's communication and language and their play and learning, meaning they often flit from one activity to another with little purpose. This does not support a positive attitude towards learning.

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

- The childminder has not done enough to improve her practices and, since her last inspection, some aspects have deteriorated. The childminder does not maintain a daily record of the names of the children being cared for on the premises and their hours of attendance, as required. Although the childminder has completed some training online, this was only done the week before this inspection, and the childminder confirms this has not improved the quality of children's experiences. Despite recognising that children need support with some key skills, the childminder has failed to seek advice or put targeted interventions in place to help close gaps in children's progress.
- The childminder's weak curriculum means she does not focus on what children need to learn next. For example, children who are capable of drinking from cups still drink from beakers, and those that are ready to be potty trained are still in nappies. The childminder does not have high expectations for children and does not work with parents closely enough to set appropriate next steps and targets

for them to both work on.

- The childminder offers some basic support for children's communication and language development. However, the curriculum is not effective to enable the childminder to help children reach their developmental milestones. She does not use effective questioning to fully support children's thinking or broaden their vocabulary through repeating words correctly or narrating children's play and introducing new words. For example, when children hear a car alarm and say 'nee naa', the childminder just nods and does not help children learn the difference between an alarm and a siren. The childminder's interactions are limited and lack enthusiasm. This does not help children develop their speech and language skills or a positive attitude to their learning.
- Children behave well overall. The childminder praises them for their achievements, which supports their self-esteem. However, the childminder does not help children learn to understand their feelings and emotions. She does not remind them, when they become frustrated, that certain actions are unacceptable, but instead she picks them up for a cuddle calling them 'my darling'. This does not help children learn how to regulate their emotions.
- Parents report that they share information with the childminder regarding the care their children receive and that their children are happy to attend the childminder's setting. The childminder has shared information with parents about the use of dummies and reduced this in the setting to assist with children's early speech.
- Children demonstrate they are developing suitable physical skills. The childminder encourages them to hold chalks and make marks, squeeze, roll and pinch dough and build with blocks. This supports children to develop their hand-eye coordination and to strengthen their hand muscles in readiness for early writing. Children run around the garden confidently and push ride-on toys, negotiating space appropriately.

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 and Childcare Register the provider must:

	Due date
maintain a daily record of the names of the children being cared for on the premises and their hours of attendance	07/06/2024

plan and deliver an ambitious and challenging curriculum that takes into account what children need to learn to enable them to make good progress across all areas of their development	31/07/2024
gain the necessary advice and support from other professionals when needed to ensure that strategies can be put in place to close any gaps in children's learning	28/06/2024
improve the curriculum for communication and language to ensure that children have high-quality interactions that broaden their vocabulary and give them opportunities to use and embed new words	28/06/2024
gain the necessary skills and knowledge to provide good-quality early years provision	05/07/2024
ensure that children are helped to understand and manage their feelings and emotions.	28/06/2024

Setting details

Unique reference number	145126
Local authority	Wiltshire
Inspection number	10302666
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	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 June 2023

Information about this early years setting

The childminder registered in 1995 and lives in Warminster, Wiltshire. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Charlotte Jenkin

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 childminder.
- The inspector viewed the provision and observed the safety and suitability of the premises.
- The childminder showed the inspector some documentation, including training certificates.
- The inspector interacted with the children during the inspection.
- The childminder spoke to the inspector at appropriate times during the inspection.
- The inspector read written feedback from parents and took account of their views.
- The inspector observed an activity that the childminder carried out with the children and discussed this with the childminder.
- The childminder talked to the inspector about her curriculum and intentions for children's learning.

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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