

Childminder report

Inspection date:

15 March 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

Children play in a safe environment. Relationships between the childminder and children are positive, and children develop a sense of emotional well-being in the childminder's care. Children confidently choose toys that are easily accessible in a designated playroom. They enjoy the childminder's involvement in their play. However, the childminder does not consistently adopt effective teaching strategies and reliably challenge children in accordance with their current learning abilities. That said, children develop the necessary skills for their future learning in pre-school and school.

Children learn to manage simple tasks for themselves and develop self-care skills. For example, they choose a banana for a snack, and the childminder encourages them to peel the banana and then cut it up. The childminder helps children to learn about foods that are healthy. To encourage children to try different vegetables, she provides raw vegetables for them to explore the smell and texture. They then make vegetables with play dough.

Children behave well. They know that the routine on arrival from pre-school is to take off their shoes and coats. The childminder offers good support to help children understand the expectations regarding taking turns and sharing.

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

- The childminder has taken steps to improve since the last inspection. She has addressed the safeguarding and welfare actions that were raised. The childminder has completed training to extend her child protection knowledge, and she is now aware of the local referral procedures and the role of the local authority designated officer. The childminder holds current paediatric first-aid and food hygiene training certificates.
- In order to gain a better understanding of learning and development requirements, the childminder has welcomed the support provided by a representative of the local authority. She has obtained a learning and development guidance document and has completed an online training course. However, the childminder's teaching is not consistently good. She is not working effectively enough with other providers that the children attend so that her provision complements the learning that children are gaining from their other provider.
- Parents share very positive views about the childminder's provision. They praise the childminder for the care she provides and the quality time she spends with children.
- Children positively engage with the childminder, and they share their wants and needs with her. She immediately responds. Children invite the childminder to

join in with their play. However, the childminder does not fully consider teaching strategies to extend children's vocabulary, thinking skills or help with pronunciation. For example, she often asks closed questions and there are times when she answers open-ended questions herself, before children have had time to respond.

- The childminder offers praise for children's efforts as well as achievements, which helps to boost their self-confidence and self-esteem.
- Children's mathematical development is generally supported well by the childminder. She encourages children to count while they play. However, she does not make the most of opportunities to teach children to compare different quantities.
- Children readily engage in role play. They make slurping sounds as they pretend that the farm animals are eating, and they pretend the pigs are escaping from the farm. The childminder has made plans to extend their interest in the countryside by organising an outing to a local village.
- Children develop good handling skills. They choose to play with small construction bricks and farm animals. They use their good skills to fasten small bricks and carefully line up the small farm animals.
- Children enjoy baking activities. The childminder identifies that these support children's mathematical learning through counting eggs and cupcake cases and weighing ingredients. Baking also supports their physical development through using tools for spooning and mixing. Children are creative when adding icing and sprinkles when the cakes are cooked.
- The childminder helps children to develop an understanding of dangers and how to keep themselves safe. For example, she teaches them about road safety.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training since the last inspection. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. The childminder understands the duty to prevent children being drawn into situations that would cause them harm. She makes sure that her house and garden are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. The childminder identifies and successfully minimises potential risks in her home.

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 quality of teaching and knowledge on how to provide a quality curriculum so that all children achieve the best possible learning outcomes	28/04/2023
develop practice for working with other professionals who provide for children, in order to address children's learning and development needs in partnership.	28/04/2023

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

- improve teaching practice to help children with pronunciation and to help them build their vocabulary and thinking skills
- make the most of opportunities to help children progress from counting to understanding addition and subtraction.

Setting details

Unique reference number	201672
Local authority	Warwickshire
Inspection number	10261932
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	4 October 2022

Information about this early years setting

The childminder registered in 2000 and lives in Galley Common, Nuneaton. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Jan Burnet

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' 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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