

Childminder report

Inspection date:

19 April 2022

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children demonstrate close bonds with the childminder and her husband, who assists the childminder on occasions, such as helping to take children to and from school. Children arrive happily, keen to share news about their recent holiday. They show a strong sense of belonging and clearly feel safe and secure in the childminder's care. Children join in adult-led activities provided by the childminder. However, activities planned are not focused sharply enough on children's interests or what they need to learn next. As a result, children become disengaged and disinterested at times.

The childminder does not provide an environment where children are able to access toys and resources independently. Children choose from the very limited resources, put out for them by the childminder, to use. This results in children becoming bored at times as the items chosen by the childminder do not match some children's interests. This does not support children to lead their own play and extend their ideas and learning. This does not help them to develop a positive attitude towards learning or prepare them well for their move on to school.

Children begin to develop their independence. They can put on their own coats and shoes. Children are polite to adults and their peers and behave well.

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

- The childminder teaches children to develop some healthy habits'. For example, good oral hygiene and when and why they wash their hands. However, children all use the same towels, which does not help to limit the possibility of the spread of infection.
- There are some weaknesses in teaching that the childminder has not yet identified. Although she knows what children need to learn next, her curriculum lacks clear intent and does not always fully promote children's learning or build on what they know and can do.
- The quality of teaching is variable. The childminder overly directs children's play too often. For example, children concentrate on building a train track. The childminder constantly gives step-by-step instructions. She does not give children time to work things out for themselves. Additionally, she does not enable children to complete activities before moving them on to an adult-led activity. This does not enable children to develop their own ideas and lead their own play.
- The quality and delivery of the adult-led activities by the childminder lack clear learning aims and challenge, particularly for more-able children. For example, the childminder provides some paint and a sheet of paper for each child. She instructs the children to use one toy vehicle and roll it in paint and then onto the

paper. There are no other resources or opportunities for children to explore or extend their own play and when children put paint on their hands, the childminder takes the children to wash their hands and tidies away. This does not support children to make the best possible progress.

- The childminder has a vast selection of good quality toys and resources. However, these are stored in a purpose-built shed at the childminder's home and off site in a nearby garage. They are not accessible to children and this results in children spending periods of time without being purposely engaged.
- The childminder supports children's language skills well. She introduces discussions that encourage children to talk about their experiences, things that are important to them and their likes and dislikes. She helps children to develop a love of books. Children sit comfortably on the floor or furniture with her and listen to their favourite stories.
- The childminder teaches children to share, take turns and be respectful. She is consistent in supporting children's understanding of age-appropriate rules and boundaries in her home.
- Parents are very complimentary about the childminder. They say their children have strong bonds with the childminder and her husband. They comment on the improvements they see in their children, such as in their behaviour and language skills. However, the childminder has not yet established effective partnership working with other providers that children attend, to fully support children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of abuse and neglect. She knows when and where to report any concerns. She teaches children to keep themselves safe when they are out of the home. For example, they practise road safety on their daily walks to the local school. Security of the home is good.

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
deliver a clear curriculum for children that helps to promote children's learning and engages them in appropriately challenging activities that match to their individual learning needs and interests, particularly for more-able children	24/06/2022

improve the focus on teaching and learning, to increase the potential for children to achieve excellent outcomes	24/06/2022
take steps to prevent the spread of infection, in particular during handwashing practices to support children's good health.	06/05/2022

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

- review the organisation of the toys and resources so that children can make choices, follow their ideas and extend their play experiences further
- enable children to incorporate more of their own ideas into adult-led activities and give children enough time to think and solve problems for themselves
- strengthen partnership working with other settings that children attend and exchange more detailed information to support continuity and consistency in children's learning.

Setting details

Unique reference number	205036
Local authority	Worcestershire
Inspection number	10115908
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 September 2014

Information about this early years setting

The childminder registered in 1995. Her husband is an occasional assistant. There are currently five children on roll. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

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 setting.
- The childminder and the inspector took part in a joint evaluation of children engaged in activities. They discussed what the intention was and the quality of teaching and learning that they observed.
- The childminder spoke to the inspector, as part of the learning walk, about the intentions for children's learning.
- The inspector spoke to parents and children during the inspection and took account of their views. She also took account of written views of parents provided to her by the childminder.
- The inspector observed the quality of teaching and learning being provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation, including evidence of the suitability of those living, or working with children on the premises.

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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