

Childminder report

Inspection date:

24 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

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

The childminder does not have a secure understanding of the 'Statutory framework for the early years foundation stage', in particular the learning and development requirements. This has an impact on her ability to focus her planning successfully on what children need to learn and how to implement this effectively. Despite this, the children are happy and well settled. They demonstrate they are comfortable in their surroundings. Children move around the home choosing what they want to play with. They love playing outside and eagerly gather their coats and shoes and negotiate the steps safely to play in the garden. The childminder supports younger children to develop their balancing skills as they race up and down the garden.

The childminder has clear expectations of children's behaviour. The childminder encourages the children to learn how to share and play cooperatively together. This is evident as she helps children to use the cutters and rollers as they play with the play dough. The childminder and her assistant interact well with children and join in their play. This helps children to have a positive attitude to their learning. Children giggle and laugh as they make pretend spaghetti and sausages. The childminder uses this opportunity well and helps to develop children's small-muscle skills as they manipulate the play dough.

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

- The childminder does not have a secure enough understanding of how to plan and implement a curriculum effectively so that she can develop children's learning. She creates a home-from-home, welcoming environment and wants children to be happy. Beyond this, she does not plan how she will support and extend children's learning well enough.
- The childminder and her assistant have completed mandatory training. However, they are unaware of changes in the early years learning and development requirements. The childminder does not monitor her assistant's practice or offer her coaching and support to make improvements to the quality of education children receive.
- Overall, partnership with parents is effective. Parents are happy with the service they receive. They comment that the childminder and her assistant are kind and caring. The childminder talks to parents about what their children are doing while in her care. In addition, she sends photos and children's artwork home to show parents what their child has achieved. However, she does not find out what children know and can do at home before they start attending her provision to help her to plan for the children's learning from the outset.
- The childminder has not informed Ofsted of all of the household members who now work as an assistant. Despite this, all suitability checks have been completed to ensure household members are suitable to be around children.

Therefore, this is an administrative error and has no impact on the welfare of children.

- The childminder promotes children's communication and language skills well. Both the childminder and her assistant talk to the children and hold conversations with the older children. They pronounce words correctly for the younger children to repeat, such as 'gorilla' and 'crocodile'. They read stories and encourage children to sing to help increase their vocabulary.
- The childminder prioritises children's personal development. She and her assistant skilfully achieve a balance between encouraging children's independence and offering support when needed. For example, children cut up their own fruit for snack. They use safety knives and cut bananas easily. When they struggle to cut up the apples, the childminder and assistant show the children how to hold the knife down and press. This helps the children to successfully cut the apple.
- The childminder encourages positive behaviour well. She teaches children to take turns and share. For example, children learn to wait patiently to use the spade to fill their pot with soil as they plant sunflower seeds. She further explains in a calm way to younger children that they need to take turns on the bicycles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of safeguarding issues. They know the signs to look out for that may indicate a child is at risk of harm. They understand the procedures to follow if they have a concern about a child's welfare or if an allegation is made against the childminder or her assistant. The childminder and assistant complete regular safeguarding training to keep their knowledge of child protection up to date. They supervise children well and carry out risk assessments to identify and remove any potential hazards for children.

What does the setting need to do to improve?

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

	Due date
identify clearly what children need to learn, using this information to plan and deliver an effective curriculum that builds consistently and securely on what children already know and can do and prepares them for their future learning	30/06/2023

implement an effective professional development programme to ensure the adults working with the children understand the changes to the statutory framework learning requirements to help improve their practice and increase their knowledge of the curriculum and children's learning.	30/06/2023
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To further improve the quality of the early years provision, the provider should:

- strengthen partnerships with parents and find out what children know and can do when they start at the provision, to help to identify children's starting points.

Setting details

Unique reference number	207317
Local authority	Derbyshire
Inspection number	10263060
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	1 to 10
Total number of places	12
Number of children on roll	18
Date of previous inspection	19 April 2017

Information about this early years setting

The childminder registered in 1996 and lives in Swadlincote, Derbyshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. Both the childminder and her assistant hold relevant childcare qualifications at level 2. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

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 childminder.
- The inspector completed a learning walk with the childminder and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder, the assistant and the children and considered the impact these have on children's learning.
- The parents wrote statements for the inspector so that she could take into account their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector relevant documentation and evidence of the suitability of the childminder.

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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