

Childminder report

Inspection date:

3 September 2019

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder and her assistant do not challenge children's learning effectively. Not enough thought is given to the individual needs of children or to their unique abilities. Children are not encouraged to have a go when facing new challenges. For example, as children use outdoor equipment, the childminder does not support them to use their skills to swing unsupported across the monkey bars. Furthermore, the childminder and assistants' expectations are too high when they challenge a young child to use a selection of shapes to create the shape of a boat. Assessment and planning are not accurate and do not help the children to make the progress they are capable of. Children who speak English as an additional language are not given enough opportunities to practise their speaking skills.

Children are happy when they arrive at the premises. They greet the childminder with a hug and are keen to share their experiences from home. Children have positive relationships with their friends and show that they feel safe in the childminder's care. They understand and follow simple rules. For example, they put their toys away after playing, when requested. Children have access to a good range of resources. They make independent choices to support their play and develop their own interests.

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

- The childminder does not consistently use what she knows of individual children. Her assessment of children's learning is not accurate. She does not precisely identify what children need to learn next. The childminder does not accurately identify the most relevant gaps in children's learning.
- The childminder does not give enough thought to the activities offered to children of different ages and abilities. For example, during snack time, children struggle to cut up a whole apple with a child friendly knife. Additionally, puzzles set out for children are too complex to complete. As a result, children become frustrated and quickly lose interest.
- All children listen well and are able to follow simple instructions. This was demonstrated as children go and wash their hands when asked to and sit at the table when directed. However, there are less opportunities offered for children who speak English as an additional language to build on their speaking skills. These children are not given enough time to think and respond to questions or supported to practise new words.
- The childminder has made some progress since her last inspection. She receives and acts on advice given from the local authority support adviser. The childminder understands and implements procedures to ensure the safety of children. Recent changes to recruitment arrangements ensure all those working with children are safe to do so. While she offers supervision meetings to her

assistant these do not include enough support to help improve aspects of their teaching.

- Children behave well. All children listen well to the childminder and her assistant and show they understand what is expected of them. For example, they know to tidy away the resources before moving onto other areas of play.
- Parents' written comments compliment the childminder and say how happy their children are in her care. The childminder takes time getting to know individual children and their families when they first start. She sources information from parents regarding their child's previous experiences. However, she is yet to involve parents in helping to further guide their child's learning at home.
- Children's physical development and health are well supported. They are active and show good skills as they climb steps and run up and down the childminder's garden safely. Children enjoy a healthy, balanced diet and begin to understand the impact of eating healthy foods on their body. For example, they comment that fruit will make them 'strong' and that 'eating these will help me climb'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know and understand the signs and symptoms of abuse. They attend regular training and know who to report any concerns to, if they suspect a child may be at risk of harm. The childminder has recently updated her safeguarding policies to reflect recent changes to legislation. This includes the use of mobile phones and children's safe use of the internet.

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 that the activities offered capture children's interests, reflect their stage of development and are suitably challenging to support progress	29/10/2019
ensure that all those working with children assess and identify accurately children's stages of development to ensure appropriate next steps are identified, planned for and implemented, in order to have a positive impact on children's learning	29/10/2019

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

- improve assistants' knowledge of how children learn to ensure they fully understand how to plan consistently and effectively for every child's individual needs in order for them to make good progress
- provide parents with further guidance and ideas of how they can support their children's learning and development at home
- ensure children, particularly those who speak English as an additional language, are given every opportunity to develop their understanding and use of speech during their interactions with adults.

Setting details

Unique reference number	220762
Local authority	Northamptonshire
Inspection number	10100838
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	12
Number of children on roll	18
Date of previous inspection	1 March 2019

Information about this early years setting

The childminder registered in 1993 and lives in Kettering, Northamptonshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- The inspector completed a tour of the home to assess safety.
- The inspector completed a 'learning walk' of the setting to understand how to provision and curriculum is organised.
- The inspector looked at a sample of the childminder's documents. This included pertinent policies and evidence of the suitability of all those living or working at the setting.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder, her assistant and children during the inspection.

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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