

Childminder report

Inspection date: 4 February 2022

Overall effectiveness	Inadequate
------------------------------	-------------------

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised. Weaknesses in the childminder's safeguarding knowledge mean she does not have a secure understanding of the indicators of abuse, including the 'Prevent' duty guidance. Despite this, children enjoy their time with the childminder and are making good progress in their learning. The childminder provides a structured curriculum which helps children to continually learn and gain further knowledge. For example, children demonstrate good imaginative skills as they create their own drive-through restaurant outdoors. Their social skills are developing well as they decide who takes on which role, such as serving through the window or making drinks. Children carefully pour water into cups and mix vegetable peelings with water in pans. They take orders from others about which flavour milkshake they would like. Children are learning to play cooperatively and develop friendships.

Children have many opportunities to develop their early mathematical skills. They carefully match birds to the correct colour nest when playing a game. Children follow a pattern and make a line of birds. They are supported by the childminder's assistant to recognise 'bigger than' and 'smaller than.' Children's knowledge is stretched further when they are asked to identify the odd one out. For example, they know it is because the colours do not match. Children are praised for their achievements which helps develop their self-esteem.

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

- Children's safety is not assured. The childminder and her assistant do not have a secure knowledge and understanding of their role and responsibility to protect children and keep them safe. They can not describe the indicators that may suggest a child is at risk of harm, including the early signs and symptoms, building possible delays before action is taken to protect a child. The assistant was also unable to describe how they might recognise when a family is being influenced by radical views.
- The childminder has developed a good curriculum based on children's interests and individual needs. She has clear intentions for what she wants children to learn. The childminder knows the children well. She uses the information gained from parents when children start, to help her build on what children already know and can do. This supports children for their next stage in learning.
- Overall, the childminder helps children make good progress in their language and communication development. Children are continually spoken to during their play and care routines. However, on occasion, the childminder and her assistant do not pronounce words correctly. This does not consistently support and model the correct use of language to children. For example, children repeat these errors during their play and consistently refer to birds as 'birdies' and/or 'dickie

birds.'

- Children's small-muscle development is supported well. For instance, the childminder encourages younger children to persevere and carefully thread small blocks onto sticks to make a bee garden. The assistant introduces new challenges for older children. For example, they are supported to carefully glue feathers and eyes onto lollipop sticks, to create birds to go with a newly learned song.
- The childminder and her assistant show genuine affection and care towards the children. They have high expectations of children's behaviour and children are polite and respectful of each other. They use manners and are learning to share. The childminder uses timely interventions to encourage children to be kind. For example, younger children are gently reminded not to push others as it is not kind. Children are praised for their positive actions.
- The childminder does provide some healthy foods for children. That said, children are regularly provided with less healthy food and drinks options. This means children are not receiving clear and consistent messages that support healthy choices.
- Children's independence is supported well. For example, younger children are encouraged to recognise changes in the daily routine. They learn to fetch their own coats and boots before outdoor play. The assistant encourages older children to keep trying with zips, giving support at the right time. This means children gain confidence in their ability to do things for themselves.
- Parents speak positively about the childminder. They feel their children are settled and well cared for. Parents state their children are learning to play well with others and are becoming more independent.
- The childminder continually evaluates her setting. She captures the views of parents and children and spends time exploring improvements with her assistant. For example, the childminder has recently introduced a quiet corner to allow children the space to look at books or have access to quiet time away from others.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder and her assistant do not have a secure understanding of how to recognise the signs of abuse, including safeguarding concerns, such as extreme behaviours. This puts children at potential risk of harm. That said, the childminder does know where to report concerns about a child's welfare. The premises are secure and the childminder and her assistant supervise children well to ensure they are safe as they play and explore. She has relevant documents and policies in place, including the daily risk assessments to assess potential hazards and minimise these.

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
ensure knowledge of safeguarding is up to date, so signs of possible abuse are identified at the earliest opportunity, including regard to the 'Prevent' duty guidance.	10/03/2022

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

- make sure that all meals, drinks and snacks provided are healthy, balanced and nutritious
- use correct vocabulary to support children to learn consistently.

Setting details

Unique reference number	225123
Local authority	Leicestershire
Inspection number	10064426
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	8
Number of children on roll	10
Date of previous inspection	2 July 2015

Information about this early years setting

The childminder registered in 1993. She lives in Kegworth, Derbyshire. The childminder works with an assistant. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder and her assistant hold relevant childcare qualifications at level 3.

Information about this inspection

Inspector

Susan Hyatt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022