

Childminder report

Inspection date:

6 September 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	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not have a secure understanding of her responsibility to promote children's safety and welfare. This means that children's safety cannot be assured. However, the arrangements to promote children's learning are good.

Children quickly settle when they arrive. They confidently leave parents at the door and are keen to join other children. The childminder and her assistant know children's abilities and plan well to support them to progress in their learning. They differentiate activities for the different ages and abilities of the children. For example, younger children learn good hand-eye coordination as they place beads on to a wooden pole. They squeal with excitement when the tower of beads falls over. Older children persist and concentrate well as they use lace to thread beads. All children show a positive attitude to trying new experiences. They develop their imaginative skills when, for example, they use sticks with grass on the end as pretend brushes. They use bricks to construct, telling the assistant that they are building a shop. Children are reminded by the childminder and her assistant to use good manners at mealtimes. For example, they say thank you when they are passed food.

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

- The childminder does not ensure that her and her assistant understand where to report any safeguarding or child protection concerns. Furthermore, the childminder is not clear on the action to take in the event of an allegation of abuse being made against anyone living or working on the premises. The childminder does not understand the 'Prevent' duty guidance. This means that she is not able to identify if children are at risk of being drawn into radicalisation or exposed to extreme views. The childminder and her assistant do not have a confident knowledge of the signs that a child may be at risk of being involved in drug activities or subject to female genital mutilation. As a result, children's safety and well-being is compromised.
- The childminder encourages children to develop a love of books. Children develop their concentration skills as they sit with her to listen to stories. The childminder asks children to take it in turns to lift flaps in books, encouraging them to share and take part. Children's interest is extended further, as the childminder supports parents to continue children's love of books at home. Children regularly select books to take home for parents to read to them.
- The childminder provides a curriculum that helps children to develop their communication and language skills. This is particularly beneficial for children who speak English as an additional language. The childminder and her assistant support children's understanding of English. For example, they repeat words and phrases in English that children say in their home language. Children develop

additional language, as they join in with plenty of songs and action rhymes.

- The childminder and her assistant encourage children to develop their understanding of mathematical language to describe size. When children look at sticks, they help them to understand which is long and which is short. This is reinforced during other activities, such as when children cut lengths of string. This helps children to remember and build on their previous learning.
- The childminder encourages children to share the toys they play with. She gives children plenty of praise for their achievements. Children begin to praise their own achievements when they clap their hands after they have finished singing nursery rhymes.
- Overall, the childminder supports her assistant's practice. Together they discuss activities to ensure children's progress and further their development. The childminder ensures that her assistant completes first-aid training. This gives her the knowledge to treat a child in a medical emergency. However, she has not identified how to further her assistant's professional development to extend her teaching skills and further the support she offers to children.
- Mealtimes are sociable occasions. Children learn skills to help them in the future, such as how to be independent. For example, children are asked to lay the tablecloth on the table. They select which foods they would like and then serve themselves from the healthy and nutritious range provided.
- The childminder shares information with parents about their children's achievements and development. However, she does not share this information with other early years settings that children attend or with the schools they move on to. This means consistency in children's learning and development is not fully assured.

Safeguarding

The arrangements for safeguarding are not effective.

Neither the childminder or her assistant have a secure understanding of the 'Prevent' duty. They do not understand reporting procedures to follow in the event of any safeguarding concerns or how to deal with allegations. This potentially compromises children's safety. That said, the childminder completes risk assessments to help provide a safe environment for children to play. Safety gates are used to prevent children accessing certain rooms in her home unaccompanied. The childminder ensures that doors are securely locked to stop unauthorised people from entering her home and having contact with children.

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
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ensure all adults working with children have a suitable understanding of the 'Prevent' duty guidance	12/09/2022
ensure all adults working with children have a suitable knowledge and understanding of where to report concerns about children's safety	12/09/2022
ensure knowledge of the procedure to follow in the event of any allegation of abuse made against anyone working or living on the premises.	12/09/2022

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

- strengthen support offered to assistants to develop their teaching skills and build on the support they offer to children
- develop partnerships with other early years settings children attend and the schools they move on to, to further support a consistent approach to their development.

Setting details

Unique reference number	2521415
Local authority	Nottingham
Inspection number	10208080
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	2 to 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Nottingham. She operates during school term time, from 7.30am until 5pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds qualified teacher status. She works with assistants, one of whom is her husband, who only helps out during school holidays.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- Children interacted with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who took account of their 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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