

Childminder report

Inspection date: 12 April 2023

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

What is it like to attend this early years setting?

The provision is inadequate

The childminder has not taken reasonable steps to prioritise children's safety in the event of an emergency, such as a fire. Additionally, the childminder has not addressed the recommendations set at her last inspection. She has failed to provide her assistants with the guidance that they need to improve their practice. The curriculum offered is not coherent or ambitious enough to support children's learning. Children who speak English as an additional language are not supported to use English during their play by the childminder and her assistant. The childminder's and her assistant's interactions and engagement with children are not good enough. They do not support children to learn as much as they can, or to gain knowledge and skills that they need to prepare them for their eventual move to school.

The curriculum that the childminder delivers does not identify and build on what individual children need to learn. The activities and experiences she provides are planned generically for all children. For example, to help children develop their spoken English skills, the childminder reads a story to children. However, she does not encourage children to ask questions or share what they know about the story. Often, children are not given time to consolidate their learning. The childminder rushes children through various activities. She does not provide enough time for children to gain a greater understanding or independently explore and experiment with each activity. That said, children behave well. They are happy and enjoy the company of the childminder and her assistant, who are kind and caring with them.

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

- The childminder and her assistants have improved their knowledge of safeguarding. However, the childminder has failed to ensure children's safety is prioritised. The childminder provides cooked meals for children, but she has failed to ensure that all fire safety equipment, such as a fire extinguisher and/or fire blanket, is in place.
- The childminder has failed to address the recommendations raised at the previous inspection. This has a significant impact on children's learning and development and on their readiness for school.
- Despite the childminder and her assistant completing relevant training, the childminder's coaching and role-modelling skills are not at a level that supports the assistant to help children's development sufficiently. During mealtimes and snack times, the childminder and her assistant do not interact with children or talk with them to help them understand the benefits of healthy eating. During planned activities, the childminder over-directs children in their play rather than giving children time to come up with their own ideas and thoughts. Although the assistant is playful when she joins in with children's play, she lacks challenge

and purposeful interaction to support and extend their learning. Children learn incidentally, and as a result, do not gain further knowledge and skills to support their development.

- The childminder and her assistant do not encourage children to speak English. For example, when children ask adults questions, they use their home language rather than be encouraged to speak in English. As a result, some children do not develop a sufficient standard of spoken English in readiness for school.
- The childminder does not have a clear understanding of how to implement an ambitious curriculum. Although she knows what she wants each child to learn, she does not plan activities that are tailored to support their individual learning. The childminder focuses too much on planning an activity or a theme, rather than what individual children need to learn next. Consequently, children are not supported to learn as much as they can.
- Children are offered a range of activities and experiences. However, they do not have enough opportunities to practise and consolidate their knowledge. For example, the childminder encourages children to select a scarf to dance with to support their physical development. Children move with their scarf to the one short piece of music playing. The childminder then collects the scarves from the children and packs the activity away.
- The childminder does not form professional partnerships with staff at other early years settings that the children also attend. Consequently, the support for these children's continuity in their learning and development is hindered.
- Children in the main follow instructions and know what is expected of them. They wait patiently for their turn during number recognition activities. Children's self-esteem is supported as the childminder and her assistant praise them on their achievements.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have any appropriate fire control equipment on the premises to ensure the safety of children. Nevertheless, she completes risk assessments of the other areas of the premises and children are closely supervised. The childminder and her assistant have completed relevant child protection training. They both have secure knowledge of the 'Prevent' duty guidance and the procedures to follow should any allegations be made against themselves or any other household members. They both know what procedures to follow should they have a concern about a child's welfare, including any children who may be at risk from potential radicalisation.

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 appropriate fire control equipment is in place	25/04/2023
implement an effective plan of professional development to improve understanding of the legal requirements of the early years foundation stage	09/05/2023
implement effective performance management for the assistants so they have a clear understanding of the curriculum and how to support children in their learning and development	09/05/2023
support children who speak English as an additional language to help develop their English speaking and language skills	09/05/2023
implement an effective curriculum to plan and provide activities that focus on what children need to learn next	09/05/2023
ensure the quality of interactions with children encourages them to explore, create and think critically so that they become active learners and are provided with appropriate time to consolidate their new skills	09/05/2023
ensure there is a regular two-way flow of information with other early years settings that the children also attend to provide continuity in children's care and learning.	09/05/2023

Setting details

Unique reference number	2521415
Local authority	Nottingham
Inspection number	10257127
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 7
Total number of places	12
Number of children on roll	9
Date of previous inspection	6 September 2022

Information about this early years setting

The childminder registered in 2019 and lives in Nottingham. She operates from 7.30am until 5pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for 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

Judith Rayner

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder talked to the inspector about what she wants children to learn and how she plans her early years curriculum.
- The inspector observed the quality of teaching and adults' interactions with children during activities and assessed the impact this has on children's learning.
- The childminder and the inspector evaluated an activity together.
- The inspector spoke with the childminder, her assistants and the children at appropriate times throughout the inspection.
- The inspector took account of the views from parents as discussed with the childminder.
- The childminder provided the inspector with relevant documentation, including the evidence of the suitability of all adults living and working 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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