

Childminder report

Inspection date:

12 December 2023

Overall effectiveness

Inadequate

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 improved her knowledge and understanding of how to implement a well sequenced curriculum to support children's learning. Children are still not receiving good quality learning experiences that support their development. The childminder does not assess children's stage of development accurately. Consequently, children are not provided with activities and experiences that are tailored to their individual learning needs. Additionally, at times the childminder does not help children learn how to be kind and considerate to their friends. She does not role model the appropriate use of words and tones with the children when she manages some unwanted behaviour.

Nevertheless, children are happy and demonstrate some curiosity in their play. For example, older children are shown how to hold and use scissors safely during a paper cutting activity. However, the childminder only remains with them for a short period of time during this activity. She prioritises tidying up other toys, rather than helping children to consolidate this new skill. In the main, children are often left to play and explore by themselves as they learn incidentally. For example, younger children show an interest in some of the toy boxes stored on shelves. The childminder provides minimal interaction with them to support their learning, so these children end up exploring the contents by themselves.

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

- The childminder has failed to address all the actions raised at her previous inspection. She has not taken appropriate action to help gain a greater understanding about how to ensure all requirements of the Statutory framework for the early years foundation stage are met at all times. However, she does now understand how to maintain a record of children's attendance. She has updated her safeguarding procedures and she appropriately assesses risks.
- The childminder still lacks a secure understanding on how to implement a curriculum that is interesting, ambitious and meets the learning needs of individual children. As a result, children are hindered in their development and do not make the progress they are capable of.
- The childminder does not assess children's stage of development accurately. She has a basic knowledge of what children know and can do, however, the childminder does not use this information well enough to identify and narrow gaps in children's learning and development. Activities and experiences she provides are not always age appropriate.
- The childminder's interactions with children are inconsistent. She does not support them or help to consolidate their learning. Often, children play alone alongside their friends as the childminder takes on a more supervisory role, or she tidies away toys. When she does interact with the children during a singing

activity, she helps younger children's communication and language development. For example, young children say 'pig' and she repeats the word clearly back to them.

- The childminder does not consistently use positive language and an appropriate tone of voice to enhance children's self-esteem and confidence. The childminder tells a child, 'don't be silly' as a way to manage their behaviour. Additionally, she does not role model kind and considerate behaviour herself, as she tends to talk to children forcefully when managing any unwanted behaviour, or when children do not know how to share toys appropriately.
- The childminder makes sure children have easy access to a range of toys and resources. She places them in baskets and on low-level shelving as one way to help support children's independence skills. Children select toys of their choice and spend time happily exploring them by themselves.
- The childminder helps children with developing concentration skills. For example, during a spontaneous singing activity, children show enjoyment and interest as they copy the childminder's actions to the song. They eagerly participate in selecting a picture from the song bag for the next song.
- The childminder comments that she shares and exchanges information with parents about what the children are doing in her care. She states she has a positive working partnership with them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her home and garden is clean and safe for children to play in. She completes daily risk assessments of the environment and takes action to minimise hazards to children. For example, the childminder removes dog faeces from the garden before children play in this area. The childminder recognises possible signs that children's welfare could be at risk, including the signs that they may be being radicalised. She has completed relevant child protection training to keep her knowledge and understanding of safeguarding practise up to date. The childminder has updated her safeguarding policy. She adheres to this policy and now understands how to use her mobile phone appropriately during her working hours.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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develop your knowledge, skills and understanding about how to implement a curriculum that is interesting, ambitious and meets the needs of individual children	30/01/2024
ensure you manage children's behaviour appropriately, paying careful attention to the impact of this has on children's personal, social and emotional development	30/01/2024

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

	Due date
assess children's ongoing development accurately to identify gaps in their learning	16/02/2024
plan and provide activities and experiences that focus on what children need each child needs to learn next based on their stage of development, emerging needs and interests	16/02/2024
ensure the quality of adult interactions with children encourage them to be active learners, and that they are provided with appropriate support and time to consolidate their learning.	16/02/2024

Setting details

Unique reference number	252189
Local authority	Nottinghamshire County Council
Inspection number	10302342
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 16
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 June 2023

Information about this early years setting

The childminder registered in 1989 and lives in Worksop, Nottinghamshire. She operates all year round from 7am to 6pm, Tuesday to Friday, except for bank holidays and family 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 and the inspector discussed how her curriculum is implemented and the impact on children's learning.
- The inspector observed the interactions between the childminder and children, and evaluated this with the childminder.
- The inspector observed an activity and the childminder and inspector evaluated the observation together.
- The inspector spoke to the children during the inspection.
- The inspector held several discussions with the childminder. She looked at relevant documentation and discussed evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents as discussed with 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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