

Childminder report

Inspection date:

16 May 2022

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 does not maintain compulsory records about children's development. This means that she is not sharing relevant and important information with parents or other professionals. At the time of the inspection, she was unable to produce evidence that she holds current and valid public liability insurance or car insurance. This compromises the safety and welfare of the children in her care.

Children are not appropriately challenged in their learning and development. Some activities are too difficult for children, who do not understand what they need to do. For example, toddlers happily join in when the childminder sings the alphabet song with them. However, when she points at letters written on a chalk board and asks them what each letter is, the children are unable to name them. They lose concentration and focus and wander away from the activity.

Despite the weaknesses above, children are given clear messages about how they are expected to behave. They are learning to use their manners and show respect. The childminder reminds children to say 'please' and 'thank you', praising them when they do so. She gives children gentle reminders to follow rules for behaviour. When children are bored and climb on the back of the sofa, the childminder reminds them that they could fall and hurt themselves. Children listen to and follow her instructions. They quickly get down and sit nicely on the sofa.

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

- The childminder does not have a clear understanding of how children learn. She has failed to address some of the actions set at the last inspection. The childminder has a weak understanding of the early years foundation stage. Subsequently, she has not implemented a curriculum that is ambitious and sequenced and meets the individual needs of the children in her care. Children are not provided with appropriate learning experiences. As a result, they do not make the progress in their learning and development that they are capable of.
- The childminder does not use assessment precisely enough to identify and set developmentally appropriate targets for individual children's learning and development. Therefore, assessments are not accurate enough. Her expectations are too high. Children sit with the childminder as she looks at books with them. They show interest in the pictures and want to talk about what they can see in them. However, they soon lose interest when the childminder tells them to listen while she reads the book, which is too advanced for them to understand. They begin to fidget and play with other toys that are at hand, rather than listen to the story.
- The childminder over directs children's play and this does not allow children to

develop their own ideas. Children pretend to make dinner in the mud kitchen. The childminder tells them that she wants 'meat, rice and salad' for her dinner. She informs the children that the stones they are playing with are the meat, the mud is rice and the grass and plant leaves are salad. Once the children have served the meal, they start to wash the dinner pots in a bowl of water. The childminder stops the children from washing the pots and tells the children that she would like extra dinner. Children do not have the opportunity to extend their own play and develop their imagination.

- The childminder is unable to provide evidence that the progress check for children aged between two and three years has been completed for the children in her care. The childminder does not swiftly identify when children need targeted intervention and referrals to other professionals to help close gaps in their development.
- The childminder provides healthy meals and snacks that meet children's individual dietary requirements. She ensures there are good health and hygiene procedures in place. The childminder and her assistant encourage children to put their hands over their mouths when they cough or sneeze. Children understand that they need to clean their teeth to keep them healthy. They tell the inspector that 'a dentist is a doctor for teeth'.
- The childminder and her assistant have warm bonds with the children in their care. The children cuddle up to the childminder and her assistant when they want reassurance or comfort. Parents' written feedback compliments the childminder's service. They say the children enjoy attending and that the childminder cares for the children.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder uses her car to transport children to and from school. At the time of the inspection, the childminder was unable to show evidence that she holds current and valid car insurance and public liability insurance. Since the last inspection, the childminder has ensured that the fire safety equipment is in good working order. She practices emergency evacuations with the children once a month. The childminder and her assistant are able to describe the signs and symptoms of neglect and abuse. The childminder understands how to refer concerns about a child's welfare, and the steps to take should an allegation be made about her or her assistant.

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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maintain appropriate public-liability insurance	31/05/2022
maintain appropriate car insurance	31/05/2022
ensure that all required documents are made available for inspection	31/05/2022
implement a curriculum that meets the individual needs of children	13/06/2022
assess what children know and can do more precisely and use this information to plan appropriate experiences that help children to reach the next steps in their learning and development	13/06/2022
ensure that the progress check for children aged between two and three years is completed and a record of them is kept	13/06/2022
allow children more opportunities to lead their own play.	13/06/2022

Setting details

Unique reference number	2537943
Local authority	Nottingham
Inspection number	10218092
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	25 November 2021

Information about this early years setting

The childminder registered in 2019 and lives in Nottingham. She operates between 7am and 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with an assistant.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out joint observations with the childminder.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector talked to the childminding assistant at appropriate times during the inspection and took account of their views.
- The childminder shared written feedback from parents with the inspector.
- The childminder provided the inspector with documentation to demonstrate her suitability.

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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