

Childminder report

Inspection date:

27 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children come into the setting happy and eager to start their day. They have positive relationships with the childminder, who offers them a caring and welcoming environment. However, the curriculum is not planned effectively to reflect the individual needs and interests of children. This includes those children with special educational needs and/or disabilities (SEND). Furthermore, play is often interrupted due to unnecessary routines or too much time given to everyday tasks, such as handwashing.

Children play well, either alone or with their friends. They show good physical skills as they run after each other in the garden. Children laugh with delight as they wriggle carefully down the play tunnel. They show confidence as they engage visitors in their play, showing them characters from a well-known storybook. Children show good imagination. They pretend to make drinks and snacks in the role-play kitchen, sharing what they have made with the childminder and visitors.

Children respond well to the praise they receive. They behave well and listen and follow instructions from the childminder. Children are beginning to share and take turns as they play. The childminder supports them by coming down to their level and reminding them of the importance of sharing.

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

- The childminder has good partnerships with parents and carers. She takes time to get to know the children and their families. This helps children to form secure emotional attachments with her. Parents comment on the good quality of service the childminder provides for their children. They say they are happy and supported well by the childminder.
- Children access a well-resourced play environment, where they use a range of suitable play equipment to aid their learning. However, the rigid structure of daily routines and activities results in children not having enough opportunities to engage in meaningful and purposeful play. The childminder wastes too much time on everyday tasks leading to children not being able to get the most out of their play. Planned activities linked to children's interests are sometimes forgotten due to these routines taking priority.
- The quality of teaching is not at a consistently good level. The childminder knows the children well and can talk about what it is they need to learn next. However, the curriculum she offered does not reflect this. The childminder does not always think of ways to extend or adapt play activities. When children play with characters from a book, she does not use this time to help extend children's learning. Children, including those with SEND, are not supported to make the best possible progress.

- The childminder provides regular opportunities for children to learn about the world they live in. She talks to them about the weather each day, asking them to tell her whether the sun is shining or the clouds are dark and gloomy.
- The childminder generally supports children's speaking skills well. Overall, she repeats what children have said, so they can hear the correct pronunciation of words. However, she does not use every opportunity to support their skills further. For example, as children engage in the play of their choosing, the childminder does not question children or help them to use their speech to describe their play and ideas.
- The childminder offers children a healthy and well-balanced diet to support their well-being. Children enjoy their food and come together to enjoy the social occasion mealtimes offer. The children are taught to understand the importance of good hygiene practices. They independently access tissues when needed, throwing them directly in the bin once used.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe from harm. She has completed training in safeguarding and knows how to identify signs and symptoms of abuse. Furthermore, the childminder understands other aspects of safeguarding, such as female genital mutilation and the 'Prevent' duty. The childminder knows who to report concerns to should she be worried about a child in her care. She ensures the home and garden are checked for hazards each day, taking action to remove these, to keep children safe. The childminder helps children to learn how to be safe during their play. For example, reminding them of the hazards of running in the setting with pencils in their hands.

What does the setting need to do to improve?

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

	Due date
ensure the planning and implementation of the curriculum is effective to ensure it helps every child to build on what they know and can do to make at least good progress, including for those children with special educational needs and/or disabilities	27/03/2023

ensure the routines and organisation of the day do not impact on the learning needs of the children and ensure teaching improves to help children move on in their learning.	27/03/2023
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To further improve the quality of the early years provision, the provider should:

- strengthen interactions with children during their play to fully promote their speaking skills.

Setting details

Unique reference number	2606010
Local authority	Leicestershire
Inspection number	10265359
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Narborough, Leicestershire. She operates from 7.30am to 6pm, Monday to Friday, except for one week over the Christmas period, bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded childcare for two- and three-year-old children.

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- The childminder and inspector evaluated the range of activities on offer to the children together.
- The inspector took account of parents' written and spoken comments of the childminder.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The inspector spoke to children at appropriate times throughout the inspection.

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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