

Childminder report

Inspection date:

22 August 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at the childminder's. They are confident in their surroundings and know the routine. Children are keen to play outside. Babies are gently spoken to and held to help them feel secure as they explore the feeling of sand on their toes, and three-year-olds use scoops and cones to make shapes in the sand. The childminder's assistant helps children to position themselves safely on a see-saw. She explains how they can work together to make it go up and down. Children eagerly share their favourite books with the childminder. Toddlers excitedly lift the flaps to see which animal is hiding underneath. Others point out what they can see in the pictures when they talk to the childminder's assistant about how the characters are feeling. This helps children develop a love of books.

That said, children do not benefit from an ambitious curriculum. While children have access to activities, these are not always purposeful or planned well enough. There is minimal interaction from the childminder and her assistant to extend and enhance children's learning, partly because the childminder cares for more children than the adult-to-child ratios allow. Children have lots of free choice and tend to flit from one activity to another. This leads to occasions where children display unwanted behaviour. While the childminder and her assistant do attempt to address this, some children ignore requests, and this is not pursued further.

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

- The childminder has taken a positive approach to addressing the weaknesses raised at the previous inspection. She has provided information to Ofsted, enabling relevant suitability checks to be undertaken on proposed assistants. This has had a positive impact, as children's safety is now assured.
- The childminder is unable to consistently meet children's individual care and learning needs because of the occasions when she exceeds the required adult-to-child ratio. To this end, the childminder and her assistant are incredibly busy flitting between children to ensure their safety. This results in them being unable to interact or engage with children effectively and limits the progress children can make.
- The curriculum lacks ambition. Children take part in lots of free play, which means much of their learning is incidental. Adult-led activities are not fully thought through. For example, a play dough activity sees children given a small piece of dough and one stamper each. This does not provide appropriate challenge and some children lose interest and leave the activity. While the childminder knows the children and has identified appropriate next steps to help them progress in their learning, these are not embedded in their play.
- The childminder understands the importance of children having daily fresh air and exercise. She provides a balanced diet and ensures children have access to

fresh drinking water. Children are reminded to wash hands before and after meals. This helps children develop good hygiene practices.

- Parents speak positively about the childminder and state their children enjoy their time at the setting. They say their children benefit from making new friendships and have progressed with their speaking and physical skills. Parents say they feel well informed about their child's day.
- The childminder and her assistant clearly care for the children and have developed warm, trusting relationships with them. Even the newest and youngest children are settled and confident to explore their environment. Children develop friendships with others and happily chat away during play and routine activities. During lunchtime and care routines, the childminder talks to children about their interests. She babbles back and forth to babies while maintaining eye contact. This helps children develop their growing conversational skills.
- Children behave well most of the time. They share resources, pass each other drinks and politely say 'excuse me' when they need to get by one of their friends. The childminder encourages children to use good manners during their daily routines. However, incidents of unwanted behaviour are not always dealt with effectively. For example, the childminder's assistant uses inappropriate terminology, such as 'naughty', while telling children to apologise. Children ignore this and carry on playing. This does not help children to understand what is expected of their behaviour.
- The childminder is well qualified. She undertakes regular training to refresh her knowledge and enhance her provision. For example, the childminder has developed good relationships with a local nursery and takes part in their communication and language training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand the signs and symptoms that may indicate a child is at risk of harm. This includes those who may potentially be at risk from radical views. The childminder knows the procedure to follow should she need to report a concern about a child or another professional. The childminder has undertaken all mandatory training, such as gaining a current paediatric first-aid certificate. The childminder ensures children are safe during their play. For example, she ensures children apply sun cream to keep them safe and she limits their time outside in the hot sunshine.

What does the setting need to do to improve?

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

	Due date
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ensure that the individual needs of all children are met, especially when making exceptions to the usual staff-to-child ratios	05/09/2023
plan and deliver a high-quality curriculum that consistently motivates children to learn, and that builds effectively upon what all children already know and can do.	05/09/2023

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

- develop effective behaviour management strategies which use positive terminology at all times, and which help children to understand behavioural expectations and the impact their behaviour has on others.

Setting details

Unique reference number	2611236
Local authority	Derbyshire
Inspection number	10292008
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	6
Number of children on roll	16
Date of previous inspection	20 April 2023

Information about this early years setting

The childminder registered in 2021 and works in Alfreton, Derbyshire. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 5 and works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, the childminder's assistant and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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