

Childminder report

Inspection date:

17 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 are happy in the childminder's care. They benefit from gradual settling-in sessions when they join to help them adapt to their new surroundings. The childminder is warm and friendly, and children form close bonds with her. Children are very well mannered and generally behave well. However, there are times when they run around the room because there are not enough resources and activities to stimulate them.

Children develop sound physical skills. They use their hands and tools to manipulate dough. Children enjoy fixing train tracks together and building with construction bricks. They are creative with their friends as they pretend to care for and feed dolls. Children make some progress in their learning and development. However, much of children's learning is incidental because the childminder does not plan activities and experiences well enough.

Children develop some independence. They pour their own water from the dispenser and wash their hands independently. They are beginning to understand about hygienic practice and know they must wash their hands for a certain amount of time to clean all the germs away.

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

- The childminder completes mandatory training and is currently studying for higher qualifications. She provides support and guidance to her assistant. However, this has not resulted in her providing consistently good quality care and education for children in her care.
- Although the childminder has an educational programme in place, it is too basic to help children make the progress of which they are capable. Children sometimes lose interest in the resources available because they are not varied or interesting enough to fully engage them in play and learning.
- At times, the childminder interacts well with children. For example, she promotes children's communication and language skills as she models new words and encourages them to join in singing songs. At other times, she does not use effective strategies to engage children in play and learning. During some activities, she questions older children and engages them in conversation. However, she does not consistently give sufficient attention to enhance the learning for younger children. The overall quality of the childminder's teaching is too variable.
- Children are beginning to make marks and learn about colours. The childminder encourages them to mix paints and talks about the different colours they can see. Some children use paint brushes to make marks, which helps to develop their early writing skills. Other children use their fingers because there are not

enough paint brushes available.

- The childminder helps children to develop some healthy lifestyle habits. Children benefit from healthy fruit snacks. The childminder encourages daily exercise as they take part in yoga sessions. She talks to children about the importance of brushing their teeth to help to promote good oral health.
- Parent partnerships are sound. The childminder shares regular information with parents. For example, she talks to parents about their child's day and shares some learning information electronically. Parents comment that their children enjoy attending and are making progress.
- The childminder makes some observations of children's learning. She has a general overview of their abilities. However, she does not complete the required progress check for children aged between two and three years to help identify any gaps in learning. Although she carries out some assessments of children's learning, she does not use the information precisely enough to focus her planning and teaching on what children need to learn next.
- The childminder provides appropriate support and guidance to help children to learn how to behave well. She encourages them to share and take turns with resources.
- The childminder encourages children to explore materials to learn about different textures. Children enjoy making dough and adding glitter. The childminder asks what the dough feels like, and children use words, such as 'squashy', to describe how it feels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's premises are suitable. The play areas are clean, bright and inviting. Daily risk assessments are in place to ensure that the environment is safe for children. The childminder holds an appropriate paediatric first-aid certificate to ensure she can attend appropriately to a first-aid incident. She supervises children well. The childminder completes safeguarding and child protection training. She is aware of the signs and symptoms of abuse and neglect and knows the procedures to report safeguarding concerns to the relevant authorities. There is an effective mobile phone policy in place.

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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complete a progress check for all children aged between two and three, and provide parents and/or carers with a short written summary of their child's development in the prime areas	31/03/2023
devise and implement an effective and sequenced educational programme to consistently motivate, engage and stimulate children through fun and purposeful play	31/03/2023
use observations and accurate assessments of children's learning to plan for what individual children need to learn next	31/03/2023
raise the quality of teaching to at least a good level to ensure children make at least good progress in their learning and development.	31/03/2023

Setting details

Unique reference number	2675525
Local authority	Staffordshire
Inspection number	10278499
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 3
Total number of places	12
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Tamworth. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. The childminder sometimes works with an assistant. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder spoke to the inspector about her intentions for children's learning
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder, parents and children 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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