

Childminder report

Inspection date:

30 July 2024

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 show that they are comfortable and content in the care of the childminder. They are happy to choose toys that they want to play with. They are confident as they make their needs known, for example saying what filling they would like in their sandwich at lunchtime.

Children enjoy playing with dough. They show determination as they work out how to remove the dough when it is stuck in the tweezers. When children find it difficult to roll the dough, they listen to the childminder's guidance. However, the support for learning is inconsistent. The childminder has not clearly established where children are at in certain aspects of their development, exactly what she wants them to learn, and is not consistently helping them to build on what they already know and can do.

As children engage in role play doctors, they take care of the dolls at medical appointments and explain why they are ill. The childminder helps children to understand the impact of certain actions and that this might hurt the baby, explaining that the 'baby is sad'. She helps children to learn about good manners. However, at other times, the childminder is not consistent in helping children to understand the expectations, such as how they should move about the environment or use the equipment.

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

- The childminder assesses what children can do when they first start and also their ongoing achievements. However, this is not always accurate. The childminder sometimes assesses that children have acquired certain knowledge even though they are not demonstrating they are secure in this. Although the childminder has devised a curriculum, she has not given sufficient consideration to what she wants children to achieve in each of the areas of learning.
- The childminder is sensitive to children's care needs. Her approach ensures children feel comfortable, for example when having their nappy changed. The childminder consistently promotes children's good health and hygiene. Children wash their hands before eating and are developing independence with this task. The childminder includes healthy options at each mealtime and ensures children are suitably nourished. The childminder plans activities that support children to develop an understanding of oral hygiene, and they use toy dental sets to practise teeth brushing.
- The childminder sits and looks through photos of recent activities with the children. She prompts the children to recall what they were doing and talks fondly about them. However, she does not consistently teach children new knowledge or skills to help them to build on what they already know and can do.

The pace of her questions and comments during some activities affects children's ability to use and develop their communication skills. Despite this, children are enthusiastic about the activities on offer.

- The childminder has a suitable knowledge and understanding of child protection, including how to manage allegations. She has devised a clear procedure to follow, as well as an appropriate policy to manage complaints.
- The childminder has appropriate systems for managing the performance of her assistant. She observes her practice and gives her feedback on how to improve. The childminder regularly checks on her assistant's knowledge of child protection, to ensure she is able to recognise concerns.
- The childminder works with parents and carers to keep them up to date with what their child has been doing at the setting. She agrees strategies they will use together to support children to achieve what they need to learn next. However, the childminder is not working in partnership with other professionals to ensure that children receive consistent and focused support where needed.
- The childminder ensures that children understand her routines and gives them clear instructions to follow, for example at mealtimes. She uses a particular song to remind them that it is time to tidy away the toys. However, the childminder is not as effective at helping children to recognise why other rules are in place, such as walking indoors.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
develop the curriculum to clearly establish what children will achieve in each area of learning	27/09/2024
ensure that the assessment of children's development identifies when children are secure in their learning and use this information to identify what they need to learn next	27/09/2024

develop partnership working with other agencies and professionals to ensure there is consistency of support for children.	27/09/2024
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To further improve the quality of the early years provision, the provider should:

- strengthen interactions with children to further support their communication skills
- give children consistent support to help them to understand the expectations for behaviour.

Setting details

Unique reference number	2771330
Local authority	Nottinghamshire County Council
Inspection number	10359261
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 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 2024 and lives in Warsop, Nottinghamshire. She operates all year round, from 8am to 5pm Monday to Thursday and from 8am to 1pm Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Justine Ellaway

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 childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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