

Childminder report

Inspection date:

28 September 2022

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 have a beautiful bond with the childminder. They clearly demonstrate that they feel safe and secure in her care. Despite very recently returning after a long period of absence, children are settled, confident and genuinely happy to be at the setting.

Children access a wide variety of resources independently, which helps them to make choices about their play. However, the overall curriculum is not well planned and does not match the childminder's expectations of what children can achieve. The majority of learning is incidental. This is because activities do not focus sharply on what children already know and what they need to learn next. Consequently, children do not remain engaged and focused for any period of time. This does not help them to make the maximum progress they are capable of.

Very young children demonstrate good fine motor skills and hand-to-eye coordination. They successfully stack blocks, thread beads and feed themselves with confidence. This helps children to develop strong hand and finger muscles in preparation for when they learn to write. Children are beginning to develop some of the skills they will need for school.

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

- The childminder has made some improvements since her last inspection. However, there are still some weaknesses in the provision. The childminder is inconsistent in her understanding of how to plan and implement a broad and exciting curriculum. She has some ideas of what she wants individual children to achieve. However, the curriculum lacks challenge and ambition and does not fully support children to make the best possible progress.
- Since the last inspection, the childminder has worked hard to support children's communication and language development. She has attended some training to support her understanding further. She models animal sounds during play and introduces some new words, such as 'cuddly' and 'soft'. Children eagerly babble and copy words they are familiar with. They are becoming confident communicators.
- Overall, children are beginning to learn about what constitutes a healthy lifestyle. The childminder takes children on regular outings to the park to support their physical development. She talks to children about healthy foods, such as fruits, and offers healthy snacks. However, good hygiene procedures, such as handwashing, are not in place. Children do not wash their hands before they eat, and the childminder does not wash her hands after wiping children's noses. This does not promote children's good health or reduce the spread of infection.

- The childminder is kind and nurturing. She demonstrates genuine devotion to children and to her role. When children become fractious during nappy change time, the childminder gently soothes and distracts them with calming conversation. She recognises when children become tired and swiftly follows their individual sleep routines. This helps children to feel secure and promotes their emotional well-being.
- The childminder has formed lovely relationships with parents and, overall, works well in partnership with them. She seeks information about children when they first start and shares updates about their development. This helps parents to extend learning at home. However, when children return from long periods of absence, the childminder does not gain enough up-to-date information. For instance, she is not clear about what children can already do or are interested in. This prevents her from planning exciting activities that capture children's interests from the time they return.
- The childminder takes children on regular outings into the community. Children learn about borrowing books from the library. They develop their social skills and form new friendships at local playgroups. The childminder supports children to understand about staying safe in the community. For instance, children learn about stranger danger and how to follow the Green Cross Code. They are developing some of the skills needed for later life.
- The childminder ensures that she completes all mandatory training. However, her programme for professional development is limited and does not help her to improve her knowledge and skills further. For instance, she does not plan activities that focus sharply on children's next steps and extend their learning further. This hinders the quality of the education that children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her safeguarding responsibilities. She knows the signs and symptoms of abuse and when to make a referral. The childminder is alert to the indicators that a child or family may be at risk of being drawn into extreme behaviours. She has a mobile telephone policy in place, which is followed by older children who attend the setting. The childminder completes daily checks of her provision to ensure it remains safe and suitable for children.

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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implement a broad and challenging curriculum that is focused on what children need to learn next	09/11/2022
implement good hygiene procedures to promote children's good health	19/10/2022
improve the programme of professional development to help raise the quality of education to a good level.	09/11/2022

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

- strengthen partnerships with parents to gather more information about what children know and can do when they return from long absences.

Setting details

Unique reference number	306175
Local authority	Wirral
Inspection number	10215312
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 November 2021

Information about this early years setting

The childminder registered in 1998 and lives in Bebington. Her provision operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and evaluated the impact on children's learning.
- Discussions were held with the childminder and children at appropriate times throughout the inspection. Written feedback from parents was considered.
- A leadership and management meeting was held with the childminder. Documentation relating to the suitability of people working on the premises was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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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