

Childminder report

Inspection date:

22 October 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder has taken appropriate steps to meet some of the actions identified in her previous inspection report. For example, she has undertaken professional training to improve her knowledge and understanding of child protection. Additionally, she now ensures that she maintains records of attendance, as required. However, the quality of education is not yet good.

The childminder does not provide a well-planned, sequenced curriculum to build on what children know and can do. For example, when introducing new skills, such as threading beads, she has not considered children's existing skills and knowledge. This means that some children cannot complete the task and become disengaged. Additionally, on some occasions, children's individual learning is not well supported.

The childminder encourages children to use their manners and play cooperatively with their friends. However, the childminder does not effectively support children to understand their feelings and behaviour. Sometimes, this leads to children feeling frustrated and upset. That said, children are excited to arrive at the childminder's home, where they receive a warm welcome. They demonstrate that they feel safe and secure in her care.

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

- The childminder is keen to improve her practice. She has undertaken professional training to improve her overall knowledge, skills and childcare practice. However, there are gaps in her understanding of how to undertake accurate assessments of children's individual learning and development. For example, where the childminder has identified gaps in children's learning and development, she does not set specific next steps to help them make progress in these areas. This means that some children are not making good progress and are at risk of falling further behind.
- The childminder has a basic idea of what she wants children to learn. She has a general awareness of children's interests and their capabilities. However, she is not totally clear about how her curriculum is planned to meet the individual needs of the children in her care. It is also not fully evident how she builds children's knowledge and skills sequentially to ensure they make good progress.
- The childminder encourages children to take care of their environment and to learn good manners. For example, she encourages children to tidy away their toys once they have finished. However, the childminder does not always explain to children why some of their behaviour is not appropriate. Furthermore, she does not support children to express their feelings through words such as 'sad', 'upset' or 'angry'. This means that some children are unable to regulate their behaviour, which in turn disrupts play and learning.

- Overall, the childminder supports children's communication and language development through back-and-forth conversations. For example, when children play with plastic sea creatures, the childminder teaches children the names of the species, such as 'Great white shark' and 'Zebra shark'. Children do not have opportunities to explore books and stories to help further increase their vocabulary to become confident communicators.
- The childminder supports children to learn about colours, number and shape through their play. For example, when children line up their cars, the childminder helps them to describe the colours and count how many they have. In other activities, she introduces shapes such as square and circle. Children are beginning to develop an understanding of some mathematical concepts.
- Children's health and well-being are supported by the childminder. Children enjoy healthy meals and snacks and have access to drinking water. The childminder takes children on trips and visits in their local community. For example, they meet up with other childminders and their children to attend local playgroups. This enables children to make new friends and have a sense of their community.

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
provide an ambitious, well-sequenced curriculum that considers the individual needs, interests and development of each child and supports children to make good progress	15/11/2024
ensure assessments are effective and targeted to help close any gaps in children's learning and development.	15/11/2024

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

- provide children with opportunities to access books and stories to fully support

the development of language and early literacy skills

- develop and implement strategies to support children to understand their feelings and emotions and the consequences of their behaviour.

Setting details

Unique reference number	314844
Local authority	Warrington
Inspection number	10352916
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	6
Number of children on roll	7
Date of previous inspection	1 May 2024

Information about this early years setting

The childminder registered in 1996 and lives in Warrington. She operates Monday to Friday from 7am to 6.30pm, all year round, except for bank holidays and family holidays. The childminder offers government funded places for children aged from nine months to four years.

Information about this inspection

Inspector
Anita Dunn

Inspection activities

- 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 spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector spoke to a parent on the telephone during the inspection and took account of their views.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024