

Childminder report

Inspection date:

31 January 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	Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder provides some interesting and enjoyable activities. She supports children's own interests, such as emptying containers and transporting objects from one area to another. Consequently, children are curious and focus on their learning. They concentrate when threading beads on to a lace. Children try hard when taking lids off paints. They use brushes to make marks with paint on paper. The childminder names the colours, saying 'It's a red one'. This helps to introduce new words to children. However, at times, the childminder overwhelms children by using too much language or asking too many questions. This does not encourage children to communicate, and so they do not make good enough progress in their speech and language development.

Children join plastic building blocks together to make a tower. The childminder introduces mathematical language to children during their play. For example, she describes the tower as getting, 'higher and higher'. When looking at different play dough cutters, the childminder tells children which ones are 'big' and which are 'little'.

Due to the ongoing impact of the COVID-19 pandemic, the childminder does not allow parents into her home. She has daily discussions with them on the doorstep and sends regular online messages. This means that she maintains good communication with parents about what children have been doing and their care routines.

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

- The childminder finds out what children know and can do by regularly observing them during play and talking to their parents. She plans activities to support children's development across the seven areas of learning. The childminder takes them to local playgroups so that they can spend time with other children and develop their social skills.
- Children make good progress in their physical development. The childminder takes them on regular walks in the local community. She helps them learn to walk, run, climb, operate scooters and ride bikes. Children explore play dough, pushing their hands, and small tools, into it. The childminder understands that this helps build the fine motor skills children need later to be able to write.
- The childminder engages in some professional development opportunities but does not always think about how these can improve the quality of her practice. The childminder has not used assessment effectively to recognise when some children are not making good enough progress in their communication and language development. She would benefit from improving her knowledge and understanding of child development so that her assessments are more accurate.

- The childminder does not complete a written progress summary of children's development when they are between the ages of two and three years. This means that any delays in children's development are not identified early.
- The childminder encourages children to make healthy choices, and provides healthy snacks, such as fruits and vegetables. She talks to older children about the importance of cleaning their teeth and encourages them to independently wash their own hands. Younger children are not as well supported to develop their independence skills. For example, the childminder wipes their hands and noses for them, rather than encouraging them to try and do it themselves.
- Parents say that they have good relationships with the childminder. The childminder regularly sends them photographs of their children and the activities they do. However, she does not provide parents with specific information about how they can share and support their children's learning at home. Therefore, children are not supported to make the best possible progress they can.
- The childminder has a process for recording the names and hours of attendance of children in her care. However, these records were not made available to the inspector upon request, as the childminder could not locate them. This is a breach of a requirement of the childminder's registration.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands a range of possible signs and symptoms that a child might be being abused. This means that she would be able to recognise a child who is at risk of harm and take action to safeguard them. The childminder would report any safeguarding concerns, or allegations against her or a household member, to the local social care services and to Ofsted.

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 knowledge and understanding of the progress check for children aged between two and three years, and ensure that this is completed as part of effective assessment arrangements that enable you to identify when children's progress in the prime areas of learning gives cause for concern	01/05/2022

ensure that required records are maintained and kept for a reasonable period, so they are available to those who have a right or a professional need to see them.	01/05/2022
---	------------

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

- further develop teaching practices so that all children are supported to develop their independence skills
- improve knowledge and understanding of how to support and extend children's developing speech
- target plans for professional development more effectively, to focus upon child development knowledge, so that assessments can be more accurate and the quality of teaching can be improved.

Setting details

Unique reference number	317973
Local authority	Doncaster
Inspection number	10220447
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	5
Date of previous inspection	10 December 2018

Information about this early years setting

The childminder registered in 1999 and lives in Doncaster. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector
Rebecca Miall

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 setting.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- 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.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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.

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 2022