

Childminder report

Inspection date:

29 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

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 has a clear understanding of the areas of learning and the sequence in which children learn. However, the quality of some of the interactions between the assistant and the children are not as strong as the childminder's. For example, the assistant does not use all available opportunities to promote language development with the younger children. This does not help children to make as much progress as possible. The childminder does not have effective systems in place to support and train her assistant to improve his teaching skills.

Children are happy and settled in the home of the childminder and her assistant. They demonstrate that they feel safe and secure as they move with ease around the setting and select resources independently. Children show confidence in new situations and have high levels of self-esteem. They eagerly speak to visitors and are keen to involve them in their play. Children show they have strong bonds with the childminder and her assistant. They laugh and giggle together as they try and catch the 'slippery soap' in the bathroom while washing their hands.

The childminder and her assistant have high expectations for children's behaviour. Children play well together by sharing and taking turns. They demonstrate a positive attitude towards their learning. For example, children work together when sharing medical equipment to make their dolls better in the role play 'dolly clinic'.

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

- The childminder demonstrates a robust understanding of all aspects of safeguarding. However, she does not provide her assistant with effective training to help him improve his knowledge. In particular, his understanding of wider safeguarding issues, such as the 'Prevent' duty. The assistant does work closely with the childminder and he is very rarely on his own with the children, which reduces any potential risk to the children's welfare.
- The childminder and her assistant reflect on their practice and think of ways to improve their provision. They meet with other childminders regularly and share activity ideas and feedback on any training they attend. However, the childminder does not provide her assistant with effective coaching and supervision to help him develop his own practice. This means the quality of his teaching is not consistently good.
- Parents speak very highly of the childminder and her assistant and praise the quality of the care their children receive. They value the regular feedback about their children's progress and development. Parents praise the support they receive from the childminder in dealing with their children's severe allergies. They comment that they 'would not send their child anywhere else'.
- The childminder plans activities to broaden children's experiences. In particular,

to develop their understanding of the world around them and people and communities different to their own. Children learn about the different festivals that take place throughout the year. These include Christmas, Diwali and Chinese New Year. They enjoy taking part in craft activities linked to these festivals. The childminder encourages children to taste foods from different countries around the world.

- The childminder has lots of pets including dogs, chickens, rabbits and budgies. The children thoroughly enjoy helping her to take care of them. For example, children help feed the chickens, and the childminder teaches them to groom the rabbits gently. This helps develop their knowledge and experience of caring for living things.
- The childminder and her assistant are good role models for the children. They support positive behaviour with gentle reminders. Children are beginning to manage their own feelings and develop a sense of right and wrong. Children demonstrate a positive attitude towards their learning. For example, they concentrate and show perseverance as they try to work out how to make ice-cream swirls appear from the play dough machine.
- The childminder and her assistant encourage children to be independent in managing their personal needs. They climb a step to wash their hands and are learning to put on their outdoor coats and shoes. The childminder promotes healthy lifestyles. She encourages parents to provide nutritious packed lunches for the children. Children enjoy being physical and love dancing vigorously to action songs.
- Children's emotional well-being is well supported. The childminder and her assistant know the children well and use this knowledge to promote secure attachments. For example, during nappy changing times, the childminder sings the children's favourite songs to put them at ease and create a positive bonding experience.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate an understanding of the signs and symptoms of abuse. They are confident of the actions they would take to identify a child in need of help. The childminder has recently completed child protection training to ensure her knowledge is up to date. She has a secure understanding of wider safeguarding issues, including the 'Prevent' duty. However, her assistant's knowledge in this area is not as secure as it could be. The childminder and her assistant regularly risk assess the premises and places they visit. This helps to ensure that children are safe.

What does the setting need to do to improve?

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

	Due date
ensure assistants have sufficient knowledge of the wider aspects of safeguarding, including the 'Prevent' duty, to help protect children	14/02/2020
provide effective coaching and support to ensure assistants' interactions help children to develop in all areas of learning.	01/05/2020

Setting details

Unique reference number	EY222191
Local authority	Leicestershire
Inspection number	10073066
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	1 March 2016

Information about this early years setting

The childminder registered in 2006 and lives in Birstall, Leicestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Hannah Upton

Inspection activities

- The inspector completed a joint observation with the childminder.
- The inspector had a tour of the childminder's home and discussed how the curriculum is organised.
- The inspector took account of the views of parents through written feedback provided.
- The inspector discussed safeguarding practices with the childminder and her assistant.
- The inspector looked at sample of documentation, including evidence of the childminder's qualifications.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.

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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