

Childminder report

Inspection date:

1 December 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder has failed to provide Ofsted with the necessary information about the assistants she is working with. This means that their suitability to work with the children has not been verified. Although the childminder has been informed of this breach in the requirements, she has not taken the necessary action to put matters right. The childminder has continued to leave children in the sole care of the unchecked assistants while she collects children from school.

That said, children are well-settled with the childminder. They form close relationships with her. She is kind and gentle towards them. This helps children to feel secure in her care. The childminder implements learning experiences that helps to build on what children already know and can do. All children are confident to explore the play environment and freely access the resources that interest them. For example, babies pull out a drawer of animals. They hold them to make them trot along the floor. Older children show kind behaviours towards younger children. They move themselves to make space and give toys to babies to help them to join in their games. All children receive timely praise for their positive behaviours, which helps to raise their self-esteem.

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

- The childminder has not fulfilled her responsibility to inform Ofsted of the changes to those working on the premises. She has not ensured that the necessary information has been provided to Ofsted to assess the assistant's suitability when they started working with her. This could significantly impact the well-being of children when left in their care.
- The childminder has developed a curriculum and has clear intentions for what she wants children to learn while attending. She uses information from parents when children start to decide what children are ready to learn next. She and her assistants make plans to provide the experiences children need to help them develop their skills. This helps children to make good progress across all areas of their learning.
- The childminder recognises that she has not continued to seek professional development opportunities for both her and her assistants. She has some intentions to increase their knowledge and skills, to help further improve outcomes for children. However, work on this has not yet begun. Nevertheless, the quality of teaching is good and the assistants understand their roles and responsibilities in this regard.
- The childminder promotes children's independence in a range of ways. For example, babies learn to wash their hands with support and older children begin to manage their personal care needs and dress themselves. All children feed themselves at mealtimes.

- Communication and language is promoted well. Children enjoy a range of songs, rhymes and stories. For example, babies dance and follow the actions of familiar songs. Older children are keen to use their number language and join in with counting rhymes. They smile broadly with the childminder when they reach the end. All children sit and listen attentively to familiar stories. Older children anticipate what happens next, while others are quick to join in and say the phrases they know.
- Children have opportunities to develop their physical skills in a range of ways. For example, children play on equipment while out in parks. This helps to increase their coordination and strengthen their larger muscles as they practice climbing and balancing.
- Older children become engrossed in imaginative games in the role-play area. For example, children play a game of shopping. They name the items they would like, and include the use of good manners, saying, 'please' and 'thank you' when they ask for and receive their goods. The childminder and her assistants model the use of manners when talking with each other and with children. This helps younger children to learn when and how to use their manners.
- Parents speak positively about the childminder and her assistants. They say their children are happy attending and make progress. Parents say their children are cared for and they value the feedback they receive from the childminder when they collect their children.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has failed to provide Ofsted with the necessary information to enable background checks to be made to assess the suitability of her assistants. When informed of this breach of the requirements, the childminder has continued to leave children in the sole care of these unchecked assistants while she collects children from school. This means that at these times, children's safety and welfare cannot be assured. That said, the childminder and the assistant present during the inspection, can identify signs that indicate a child may be at risk of abuse. They know the local procedures to report their concerns to safeguarding partners. The childminder makes routine checks in her home and play environment to ensure that it is safe for children to attend.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
--	-----------------

provide Ofsted with the necessary information, within the required time frame, about new assistants to enable all background checks to be made to assess their suitability to work with children	05/01/2024
make sure that children are left only in the sole care of those whose suitability has been checked, through the required processes, to consistently promote children's well-being and ensure that they are kept safe.	05/01/2024

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

- seek appropriate professional development opportunities to increase the knowledge and skills of all those working in the setting to further improve outcomes for children.

Setting details

Unique reference number	EY287502
Local authority	Warwickshire
Inspection number	10320658
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	0 to 6
Total number of places	18
Number of children on roll	14
Date of previous inspection	14 June 2019

Information about this early years setting

The childminder registered in 2004 and lives in Shipston-on-Stour, Warwickshire. She operates from 8am to 5.30pm Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with two assistants.

Information about this inspection

Inspector

Suzanne Taylor

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 and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector took account of the views of parents from the written information provided about the setting.
- The inspector spoke to children and the assistant at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector discussed relevant documentation, including the suitability of all those working in the setting.

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 2023