

Childminder report

Inspection date: 8 July 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in the childminder's knowledge and understanding of the learning and development requirements have a significant impact on the quality of education children receive. The childminder's curriculum does not support and motivate children to learn. Children do not develop a can-do attitude to learning as the childminder fails to actively engage them. For a short while, children display good levels of concentration. However, the childminder does not have clear learning intentions for the activities she provides. Her interactions lack direction and challenge. In addition, she does not organise the environment and opportunities well enough to make the play accessible to the youngest children. As a result, children disengage, become frustrated and struggle to understand their emotions and manage their behaviour.

That said, children are, generally, happy and explore some resources available to them. The childminder sits alongside them as they brush plastic teeth with toothbrushes and toothpaste. They play with dough and small tools, such as scissors. Children benefit from fresh air when they play outside in the childminder's garden. They fill and empty containers with water and sand. Children ride on wheeled toys and bounce on a small trampoline.

Since the COVID-19 (coronavirus) pandemic, the childminder has made some adaptations to her practice. Parents do not come into her home at drop off and collection times. Instead, handovers are completed at the front door. To keep everyone safe, the childminder holds meetings with prospective and existing parents outside in the fresh air.

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

- The childminder has failed to address the actions raised at the last inspection. She has a poor understanding of the areas of learning within the early years foundation stage and is unable to demonstrate effective teaching in these areas.
- The childminder has received support from the local authority to help improve her knowledge and skills. She has attended numerous online training events and put together action plans to address the identified weaknesses. However, her efforts have been ineffective. The childminder demonstrates a poor capacity to improve the quality of education she provides.
- The childminder's curriculum is poor and does not meet children's individual needs. She provides limited activities for children. The childminder has an insufficient understanding of what children know and can do, and what they need to learn next. Although she makes some assessments of children's learning, they are not accurate or used effectively to plan interesting and age appropriate activities, which move children forward in their learning. Children do

not develop the knowledge and skills they will need for the move to school when the time comes.

- The quality of teaching is weak. Children are not provided with opportunities to learn new skills and develop resilience as the childminder often intervenes and completes tasks for them. For example, she does not offer children opportunities to practise how to squeeze and pour. Children follow her request to sweep up sand they have spilt. Although they are willing to try, the childminder does not give them enough time to be involved as she proceeds to do it for them.
- The childminder does not follow children's interests or encourage them to pursue learning for themselves. She tells children what activities they will be doing but then changes her mind and introduces something different. For example, she informs children they can use the paint when they go outside as it makes a mess in the house. However, when children go outside the childminder suggests they play with the water instead. This results in children displaying some inappropriate behaviour due to their frustration.
- Although the childminder takes children for walks into the community, she does not provide them with a wide enough range of experiences to help them develop an understanding of similarities and difference between themselves and others in the wider world.
- The childminder follows sleep routines from home. Young children and babies sleep peacefully in comfortable surroundings. The childminder encourages parents to provide healthy foods in their child's lunch box. Children are developing some appropriate self-care skills. They sit at the low table to enjoy meals and snacks, are encouraged to wash their hands regularly and hygiene practice is, generally, good.
- The childminder has formed good relationships with parents. She talks to them at the beginning and end of the day about their child's care needs and achievements. Following a recommendation from her last inspection, the childminder introduced a system to enable her to share information about children's time with her and other settings they attend to support a consistent approach to care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection. She keeps her training up to date. The childminder carries out daily checks on her home to ensure children play in a safe environment. For example, she ensures the garden gates are locked. She is aware of the signs and symptoms of abuse and who she should contact if she has any concerns. The childminder has a, generally, good understanding of wider safeguarding issues, such as protecting children from extreme views. She understands the need to report such concerns and has procedures in place to do so.

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
increase knowledge and understanding of the areas of learning and how children learn and develop the skills needed to raise the quality of teaching and experiences for children that continually improve	16/09/2021
ensure assessments are accurate and used effectively to plan a wide range of interesting and challenging activities around children's individual learning needs	16/09/2021
deliver an effective educational programme, which covers all areas of learning, provides the time children need to develop new skills and motivates them to learn through play	16/09/2021
ensure the opportunities, environment and interactions provided help children to understand their feelings and learn how to regulate their behaviour.	16/09/2021

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

- increase the range of activities, resources and experiences to help children develop an understanding of similarities and difference between themselves and others in the local community and wider world.

Setting details

Unique reference number	EY290155
Local authority	Herefordshire
Inspection number	10130636
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	30 October 2019

Information about this early years setting

The childminder registered in 2004 and lives in Hereford. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- This is the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in the evaluation of the setting.
- The childminder and inspector discussed activities and intentions for children's learning together.
- The inspector and childminder evaluated a learning activity together.
- The inspector looked at required documentation, including evidence of the suitability of those living in the household.

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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