

Childminder report

Inspection date:

30 October 2019

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The childminder knows children well and provides a range of play activities around their interests. However, play is not planned with purpose. The childminder's knowledge of planning and assessment is weak and she does not share information with other settings children attend. Children clearly enjoy the time they spend with the childminder and interact positively with her and members of her family. They display a strong sense of belonging and demonstrate that they feel safe and secure. Although children adopt healthy routines, the childminder does not always extend this learning. Children happily decide what they want to play with. They use their imagination as they pretend to cook pizza and make cups of tea. The childminder sits alongside and engages them in meaningful conversations. Children think out loud and use language to describe the pizza, announcing 'it's hot'. Children excitedly scoop out the seeds from a pumpkin and are keen to use tools to cut and make shapes. However, the childminder does not support them to try for themselves as she completes the task for them. Children's early mathematical development is supported. The childminder encourages them to count seeds. Children confidently count to 10 and announce 'there's lots'. They express their creativity as they paint a picture of the pumpkin and extend their own learning as they paint their hands orange. Children make links, telling the childminder they are 'orange like a lion'.

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

- The childminder has not done enough to address the actions raised at her previous inspection. She does not make use of self-evaluation to identify aspects of her practice that could be better. As a result, she does not have a clear vision of how to improve her service or access training to support improvement.
- The childminder's knowledge and understanding of the early years foundation stage curriculum are weak. Although she makes some assessments of children's progress, they are not accurate or used well enough to plan challenging activities for children. In addition, the childminder does not accurately identify gaps in their learning. As a result, children do not make good progress and develop their knowledge and skills across all areas of learning.
- Children are confident and interact positively with the childminder and visitors. The childminder encourages children to share their thoughts and ideas. For example, they discuss what tools they will need to cut and decorate a pumpkin. Children are keen to have a go and tell the childminder 'I can do it'. However, the childminder does not make the most of opportunities to teach children to handle tools safely as she does not allow them to try for themselves.
- The childminder supports children's good health. Children learn good hygiene practices. The childminder reminds them to wash their hands before meals and after using the toilet. However, she misses opportunities to give children clear

explanations to support their understanding of the benefits of adopting healthy routines.

- The childminder gives children clear, consistent guidance and gentle reminders about her expectations for their behaviour. Children know what is expected of them. They behave well.
- Partnerships with parents are good. The childminder shares information with them in a range of ways. She talks to parents at the beginning and end of the day. Parents receive some written feedback as the childminder adds written comments to children's diaries. However, she is yet to establish effective partnerships with other settings children attend to provide a consistent and complementary approach to children's learning.
- Written feedback from parents demonstrates the high regard they have for the childminder. They comment on her kind and caring nature and the support she gives them. Parents state that the children think of the childminder as an extended family member
- The childminder regularly takes children to visit local groups within their community. They engage in messy play activities and jump and bounce on soft-play equipment. The childminder encourages children to play with others and make early friendships. As a result, children develop good social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding and child protection procedures. She keeps her knowledge up to date by attending training. The childminder knows how to recognise the possible signs of abuse and respond to any potential concerns she has about a child's well-being. She supervises children throughout the day and carries out daily checks on all areas of her home to ensure children play in a safe and secure environment. The childminder ensures the garden gates are secure and the front door is kept locked at all times.

What does the setting need to do to improve?

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

	Due date
use self-evaluation to identify areas of practice which needs to be improved and strengthen knowledge and skills in these areas to further develop assessment, planning and teaching	30/11/2019

ensure assessments are accurate and used effectively to plan challenging activities around all areas of learning and enable all children to make rapid progress in their learning.	30/11/2019
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To further improve the quality of the early years provision, the provider should:

- establish ways to engage effectively with other settings children attend to ensure they receive continuity in their learning
- support children's willingness to have a go and provide them with more opportunities to handle tools safely
- provide children with clear and consistent messages to support their understanding of the benefits of adopting healthy routines.

Setting details

Unique reference number	EY290155
Local authority	Herefordshire
Inspection number	10083697
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 October 2018

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

- The inspector held discussions with the childminder throughout the inspection. She looked at the suitability of persons living in the household.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector toured the premises and discussed with the childminder the plans for children's learning.
- The inspector evaluated an activity with the childminder to understand how the early years provision and the curriculum are organised.

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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