

Childminder report

Inspection date:

18 February 2020

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children are extremely happy and settled in the childminder's care. They are able to confidently access a range of resources and make choices about their play. Children enjoy daily walks to woodland areas where they are able to take safe risks and experience challenges as they play. They excitedly talk about seeing toadstools and their belief that fairies live there.

The childminder has high expectations for all children's learning. She provides a curriculum which is tailored to meet their individual learning needs and follows their interests. The childminder accurately assesses children's development. However, she does not provide parents with a written summary of children's progress between the ages of two and three years as required.

Children are extremely well behaved and polite. The childminder supports them to manage their feelings and is a good role model. Children are confident in their interactions with adults and hold lively conversations. The childminder extends children's growing vocabulary as they talk about their families and experiences. She introduces new words to children, which they try to use as they chat.

The childminder does not seek the views of others or critically assess her professional development when evaluating her setting. Consequently, she does not identify training needs to ensure she is sufficiently informed about wider aspects of safeguarding such as the 'Prevent' duty.

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

- The childminder has insufficient knowledge and understanding of the 'Prevent' duty. She has not undertaken any training in this area and is not aware of the signs of radicalisation and the action she should take if she is concerned. This compromises children's safety and well-being.
- The childminder evaluates the activities she provides and makes necessary changes to improve the curriculum and outcomes for children. However, she does not critically reflect and focus sharply on her own practice and her professional development needs. She does not seek feedback from others to inform her appraisal, such as parents or children.
- The childminder accurately tracks and monitors children's progress in their learning and development. However, although the childminder verbally notifies parents of their children's progress between the ages of two and three years, she does not provide them with a written summary. This written summary is therefore not shared with other professionals if emerging concerns are identified.
- The childminder anticipates children's needs, helping them to feel reassured and

settled. She encourages young children to snuggle closely and gently comforts them. Older children are encouraged to attend to their own care needs as they use the toilet and wash their hands. This contributes to their confidence and self-esteem.

- The childminder recognises the individual learning needs of the children. She understands how to promote language development in very young children and encourages babbling, as she repeats sounds and words as children express themselves.
- The childminder precisely identifies the next steps for children's increasing development. She recognises how particular activities promote children's learning, such as making and playing with dough. She increases children's mathematical development as they measure ingredients and use routine counting and language to promote their thinking. Children talk about their 'long' and 'wide' creations as they enthusiastically engage with the childminder.
- The childminder promotes children's growing independence. Children learn how to put their shoes and coats on and she prepares them emotionally for the transition to school. They visit the school and become familiar with the environment and the teachers. This gives children confidence when progressing to the next stage in their learning.
- The childminder works closely with parents to extend children's learning at home. She informs them about their children's progress and suggests ideas to promote their development. She collects useful information from parents before children start and links with the local schools. This ensures continuity of care and learning for the children.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder ensures that children are cared for in a safe and secure environment. She carries out regular risk assessments and visually checks the premises prior to children arriving. The childminder has a satisfactory knowledge of the signs and symptoms of abuse and what she should do if she has concerns about a child's welfare. However, she does not demonstrate an understanding of the 'Prevent' duty and how to recognise the signs of radicalisation or extremist behaviour.

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 'Prevent' duty	04/03/2020

provide parents with a written summary of the progress check when children are aged between two and three years.	04/03/2020
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To further improve the quality of the early years provision, the provider should:

- ensure self-evaluation focuses sharply on the strengths and weaknesses of the setting, in order to identify the priorities for continuous professional development
- obtain feedback from others to inform self-evaluation and critically assess practice.

Setting details

Unique reference number	EY296432
Local authority	Rotherham
Inspection number	10117378
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	24 July 2014

Information about this early years setting

The childminder registered in 2004 and lives in the Treeton area of Rotherham. She operates Monday to Friday from 7.30am to 6pm all year round, except for bank holidays and family holidays. She is in receipt of funding to provide free early education for children age two, three and four years. The childminder holds a qualification at degree level.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed the childminder carry out an activity with the children and evaluated this with the childminder.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector viewed some policies and procedures and records of individual children.
- The inspector viewed the areas of the home that are used for childminding.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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