

Childminder report

Inspection date:

16 April 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

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

Children are happy, and they play in a secure environment. Older children develop confidence in their self-help skills. For instance, the childminder introduces a 'coat flipping technique', which helps them to put on their own coat. Older children butter their toast, and they peel and cut their own bananas. This develops some of the necessary skills in readiness for school. However, the childminder does not consistently provide activities to fully engage all children. The curriculum for babies is not as successfully planned and implemented as it is for older children. Some older children are not supported to develop high levels of curiosity and concentration. That said, the childminder provides older children with some activities which engage them well, such as mark-making activities which promote their fine motor skills.

The childminder teaches children 'house rules' to embed behavioural expectations. For example, children learn not to stand on the sofa and are reminded to say 'please' and 'thank you'. Children demonstrate kindness towards their peers. For instance, when children accidentally bump into each other during a tidying-up activity, they say 'sorry'. They show care and concern.

The childminder does not always maintain a consistently good standard of hygiene practice to promote children's good health. Despite this, the childminder provides all children with healthy meals and snacks, such as a range of fruits and vegetables. She talks to parents and carers to learn about children's dietary requirements to ensure that she can meet their needs. For instance, she introduces safe finger foods to support babies who are currently weaning.

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

- The childminder regularly talks to children about 'germs'. For example, as older children wash their hands, she reminds them to 'wash away the germs', and they learn to 'cover up a cough'. However, after cutting up a banana, the childminder tells the children to wipe their knives with a tissue before using it in the butter and does not notice when children lick their knives. This poses a risk of cross-contamination. Furthermore, the childminder places a used tissue on the plate alongside the food she is serving to the children. This does not demonstrate a good standard of food hygiene or ensure the health of all children.
- The childminder knows children exceptionally well. However, the planning and delivery of some activities do not meet the individual needs of all children. Some older children struggle to participate in all planned activities and, at times, they lose interest. This means that older children are not supported consistently to develop their concentration skills or build on what they already know and can

do. The childminder does not always consider how to plan, specifically for babies, to help them build a solid foundation for their future learning.

- Outdoors, babies have opportunities to exercise their physical movements on the soft artificial grass. They freely move and benefit from fresh air. However, on occasions, babies are placed in a high chair to play. This does not support physical development or enable them to make choices in their play.
- Parents appreciate the care that the childminder provides for their children. They say they 'cannot thank her enough'. The childminder regularly communicates with parents about children's achievements and daily activities. However, information about children's specific next steps for learning is not always shared to enable parents to support these areas of learning at home.
- The childminder works hard to support parents to ensure that they and their families receive early help. She listens to them and reflects on what they say to strengthen the intent for children's learning. For instance, when children are unkind to family pets at home, she plans activities to teach them about caring for animals. This support positively improves children's outcomes.
- Children have opportunities to develop their small-muscle skills. For instance, they demonstrate their physical skills as they securely place building blocks on top of one another. Babies show curiosity as they push buttons on toys that make sounds. This promotes their hand-eye coordination.
- The childminder works in partnership with external professionals, such as speech and language therapists and other key persons when children attend more than one setting. This ensures a shared approach to children's learning. Additionally, children attend playgroups with the childminder and join other local activities where they meet with other childminders and their children.
- The childminder has built professional links with other childminders in the local area. They conduct weekly meetings together and complete various training, such as special educational needs and/or disabilities training. This helps the childminder to keep up to date with any changes in early years practice and provision.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
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ensure that high standards of food hygiene practice are always maintained, particularly when preparing and serving food, to prevent the risk of cross-contamination	14/05/2024
ensure that activity planning takes into account the individual needs, interests and development of each child to build a solid foundation for learning and improve their engagement during activities.	14/05/2024

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

- improve information shared with parents about their children's specific next steps in learning to help them support these areas of learning at home.

Setting details

Unique reference number	EY297348
Local authority	Staffordshire
Inspection number	10335288
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 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 June 2018

Information about this early years setting

The childminder registered in 2004 and is located in Newcastle, Staffordshire. She operates from 7.30am to 5.30pm, Monday to Friday, all year round, except for family and bank holidays. The childminder provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mikaela Stallard

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 showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the childminder with the inspector through verbal discussions and emails.
- The childminder provided the inspector with a sample of key documentation on request.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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