

# Childminder report

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Inspection date:

30 October 2019

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## **Overall effectiveness**

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## **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

The quality of education is variable. Older children develop some knowledge and skills needed for the next stage in learning, including school. However, the childminder and her full-time assistant do not fully challenge younger children in order to help them develop skills and acquire new knowledge quickly. The childminder's daily routines are not consistently well organised and managed. During free-play times, children's engagement in learning is low. Children can concentrate on learning during adult-led activities, but the childminder does not promote children's concentration consistently throughout the day. The childminder and her assistant do not promote children's understanding of the importance of good hygiene routines at all times. Children do not develop a strong knowledge of how germs transfer from noses to tissues and the importance of hand washing after wiping your nose. The childminder and her assistant are caring towards children. They show children high levels of affection. Children form very strong attachments with the childminder and her assistant. Children who have recently started to attend are confident to separate from their parents because they feel reassured and safe in the childminder's care. The childminder has positive rules displayed in her setting that children have developed. She encourages children to behave positively, reinforcing messages such as 'sharing is caring'. However, there are times when children have to wait too long between different parts of the daily routines. Some children become bored during this time and start to act negatively towards other children.

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

- Children's levels of engagement and concentration are not consistently good. During adult-led activities, the childminder engages children well. However, the childminder does not structure and manage all parts of the day effectively, such as when children arrive and transitions between daily routines. During these times, children quickly move between activities with low levels of engagement.
- The teaching helps children to develop some knowledge and skills in a sequence. For example, the childminder builds on children's prior knowledge of the colour of 'autumn leaves' by providing children with activities to mix colours together. Older children grasp this essential knowledge in preparation for starting school. However, younger children do not develop essential knowledge and skills at the same rate because the childminder does not challenge them sufficiently. When outside, the childminder does not skilfully adapt her teaching to help the younger children to practise or learn skills that are more challenging. For example, in the garden, the childminder encouraged older children to use tools to transport soil from the vegetable garden to the water tray to make mud. However, she did not provide the same opportunities for younger children to develop skills in grasping tools or transporting items.

- The childminder communicates generally well with children, especially older children. She uses rhyme, alliteration and stories to help children to develop a wider range of vocabulary. During snack time, the childminder used fruit to make up a story, inviting the children to contribute. Older children were able to add a narrative. Even though younger children observed the storytelling, they were not actively engaged in the learning because teaching was not adapted to their needs.
- The childminder provides daily activities for children to be physically active, such as moving to music to exercise their bodies. She provides nutritious meals for children and explains to them the benefit of eating fruit to give them vitamins and minerals. There are some opportunities for children to learn about good hygiene routines, such as washing their hands before lunchtime. However, the childminder and her assistant are not consistently good role models for children because they do not always teach children when they need to wash their hands to remove germs.
- The childminder monitors her assistants' practice. She identifies strengths and weaknesses in their teaching and provides appropriate professional development to them. This is helping her full-time assistant to develop his knowledge of child development to help improve his teaching.
- The childminder's partnership working with parents, the providers of other settings children attend and other agencies is a strength of her practice. Since the last inspection, she has increased the support for parents to support their children's learning at home. Parents spoken to during the inspection describe how they have used information from the childminder to support their children's development, such as toilet training at home. The childminder exchanges information with the staff at local nurseries that older children also attend. This helps her to promote consistency in children's learning, including the development of children's personal, social and emotional development.
- The childminder has reviewed her workload to provide the essential information needed by parents and others to support children's learning while reducing the burden of excessive written assessments.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a sound knowledge of local child protection procedures and the agencies whom they need to report concerns about a child's welfare to. They work closely with families, who request support at home and signpost them to appropriate services. The childminder has robust procedures for managing allegations against those living and working in the household. She knows the potential risks of children having unsupervised access to social media and the internet. The childminder manages risks in her home. For instance, she is taking appropriate action to help minimise the risk of children accessing steps in the garden unaccompanied while she is awaiting the replacement of the gate lock.

## What does the setting need to do to improve?

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

|                                                                                                                                                                         | Due date   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| plan challenging learning experiences for younger children, taking into account their individual needs to help them to consistently gain essential knowledge and skills | 30/01/2020 |
| improve the organisation of the daily routines to increase children's engagement in learning and promote children's consistent positive behaviour.                      | 30/01/2020 |

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

- routinely teach children about the importance of good hygiene routines to help further promote their healthy lifestyles.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY355553                                                                          |
| <b>Local authority</b>             | Staffordshire                                                                     |
| <b>Inspection number</b>           | 10071273                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 13                                                                           |
| <b>Total number of places</b>      | 18                                                                                |
| <b>Number of children on roll</b>  | 19                                                                                |
| <b>Date of previous inspection</b> | 22 June 2015                                                                      |

## Information about this early years setting

The childminder registered in 2007. She lives in Loggerheads, Staffordshire. The childminder operates all year round and is available Monday to Friday, from 7.15am until 7pm. The childminder holds a relevant degree. She provides funded early education for two- and three-year-old children. The childminder works with two assistants. She provides overnight care.

## Information about this inspection

### Inspector

Scott Thomas-White

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and spoke with one of her assistants. He looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through speaking to them and viewing the written feedback provided.

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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