

Childminder report

Inspection date:

27 November 2019

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 show they are secure, happy and safe in the childminder's care. The childminder is calm and sets clear boundaries for children. She uses gentle reminders to help them know what behaviour is acceptable. The childminder uses praise effectively to encourage children to build on their existing skills and achievements. The childminder develops positive relationships with children and their families. She has discussions with parents before children start to find out about children's routines, what interests them and what children can do. The childminder provides resources linked to these interests. However, she does not consistently ensure these are challenging enough and engage children effectively, which sometimes results in children losing interest.

Children join in with weekly trips to playgroups where they spend time with other children and adults from the community. They participate in activities that help them develop their social skills. The childminder attends to children's care needs effectively. She is quick to recognise when children may be hungry, tired or in need of a cuddle. The childminder encourages children to be aware of potential risks in the environment and how to keep themselves safe. For instance, she demonstrates good road safety procedures as she talks to children about traffic. They stay on the pavement and know to cross the road with the help of a crossing patrol person as they navigate their journey to and from school.

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

- The childminder supports children to learn from the start how to share, take turns and to say 'please' and 'thank you', which helps them develop positive relationships with each other.
- Partnerships with parents are good. The childminder keeps them fully informed of their children's learning. For example, she gives them suggestions and ideas to help their children's learning at home. Written and verbal comments show that parents are very complimentary about the care provided by the childminder.
- Children go on walks to the park and play area, which supports their large physical development. The childminder encourages children to choose books for her to read to them. She helps them to begin to develop their communication and language skills. They enjoy looking at books together and interact enthusiastically with hand puppets as the childminder reads to them.
- Children are supported to develop an understanding of keeping themselves healthy. For example, the childminder encourages them to wash their hands before eating. Children are provided with healthy snacks and water.
- Children enjoy spending time playing with a variety of age-appropriate toys. They build with blocks, create a train track and play with a range of cars and trucks. However, the childminder does not use her knowledge of children's

development to ensure teaching matches what they need to learn next. She does not always plan sufficiently challenging or stimulating activities in order to engage children's interests and maintain their attention. For instance, children ask to experience a play dough activity. The childminder provides limited resources for the children to use with the play dough and they quickly become disinterested. As a result, they do not make the progress of which they are capable.

- The childminder evaluates her provision and has considered changes she wants to make. However, she has not identified her teaching is not good enough. For example, she does not recognise ways to check children's understanding during activities and extend their learning by planning suitable next steps.
- The childminder does not maintain her professional development in order to enhance her skills and keep her knowledge up to date with changes that occur in the sector. For example, she has limited knowledge relating to British values.
- The childminder does not help all children to learn about how to keep themselves safe online.
- The childminder uses early years pupil premium funding effectively to support children's development. For example, she has used this to take children to groups with activities and resources that encourage their language. Parents stated they were very pleased with the progress children made.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended face-to-face safeguarding training last year. She has a clear knowledge and understanding of the possible signs and symptoms of abuse and neglect. She understands her responsibility to act on any concerns she may have about children's welfare. Although her knowledge of child protection is good, she does not have a thorough understanding of wider safeguarding issues such as the 'Prevent' duty. The childminder uses daily risk assessments effectively to minimise hazards to children in the home and on outings.

What does the setting need to do to improve?

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

- improve the quality of teaching to consistently provide a varied and stimulating range of learning experiences that provide challenge and maintain the interests of all children
- embrace training opportunities to further enhance knowledge in relation to changes that occur in the early years sector
- develop secure knowledge and understanding of wider safeguarding issues, such as those related to the 'Prevent' duty
- teach children about online safety.

Setting details

Unique reference number	EY360020
Local authority	North Somerset
Inspection number	10060507
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 December 2015

Information about this early years setting

The childminder registered in 2007 and lives in Winford, near Bristol. She operates all year round from 8am to 5pm on Monday, Tuesday and Wednesday.

Information about this inspection

Inspector

Lin Harvey

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the house to understand how the early years provision and the curriculum is organised.
- One joint observation was carried out by the inspector and the childminder.
- The inspector read comments and held discussions with parents at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence of training.

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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