

Childminder report

Inspection date:

14 December 2023

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 settled and enjoy their time in the childminder's care. Older, most-able children are supported well by the curriculum the childminder offers. This helps them to make the progress they are capable of. However, the curriculum for the younger children is not as effective. Some assistants who work with children do not have the skills or experience to deliver effective learning experiences. This lack of skills sometimes leads to a chaotic environment. Records maintained of children's attendance do not clearly show if staff:child ratios are maintained appropriately.

Despite these weaknesses, all children show they feel safe and secure as they come to the childminder when they are tired or need reassurance. Children learn age-appropriate behaviour expectations regarding turn-taking and sharing. The childminder encourages them to work together to stack beakers on top of one another before taking turns to knock them down. The childminder praises the children for their achievements, which helps to boost their self-esteem.

Older children show a developing understanding of mathematics. They are encouraged by the childminder to sort the cars into colours and 'add' more to the overall number they have. Most-able children confidently learn to count the numbers of cars they have and successfully count up to 10. Children enjoy freely accessing the resources and feel secure enough to explore their environment.

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

- The childminder employs a number of assistants to work with her and has recently taken on some new assistants. However, she does not ensure that the assistants she employs have the skills and abilities to meet the needs of children. When the childminder leaves the playroom for a short time, the environment becomes chaotic. The assistant present is unsure how to manage the children or how to support their learning. This leads to some children becoming upset and their learning needs not being met.
- The childminder implements an interesting and appropriate curriculum for the older, most-able children. She recognises that some of them struggle with their small-muscle skills and so offers activities, such as peeling stickers, to help develop their skills. However, she does not plan activities or provide the same level of support for the younger children. As a consequence, these children are not always constantly challenged and often tend to play alone.
- The childminder does not accurately maintain records of children's attendance. Her registers show that on some days she cares for more children than her ratios allow. The childminder is not clearly recording who is responsible for children to demonstrate that ratios are consistently met.
- The childminder ensures that children's speech and language are well supported.

She talks to children as they play and introduces new words, such as 'further'. Children listen well and repeat the new words they hear, which helps to extend the sentences they use. As younger children babble and use simple words during their play, the childminder repeats these to further encourage them. She reads to children every day to enable them to build on their growing vocabulary.

- Children learn the importance of good hygiene and the impact that different foods have on their bodies. They learn to wash their hands before meals and after using the toilet, to limit the risk of infection and cross-contamination. The childminder works closely with parents to ensure the foods provided for children are healthy and well balanced. She talks to the children about food giving them energy to help them play.
- The childminder ensures her knowledge remains up to date by attending training courses and keeping abreast of changes through researching the internet. She attends mandatory training, such as safeguarding and paediatric first aid, and speaks with other childminders about ideas to improve the provision she offers to children.
- The childminder works hard to develop good partnerships with parents. She seeks a range of information from parents regarding what their children can already do, their routines and care needs, before they start. She shares feedback with parents each day, both verbally and via a social media app, to let them know how their child has been and what they have enjoyed that day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge and understanding of what to do should they suspect a child is being abused. The childminder ensures that she, and her assistants, complete safeguarding training regularly, to ensure their knowledge is up to date with current legislation. Both the childminder and her assistant can explain the steps to follow regarding concerns they may have about any adult working with children, to support children's safety. Daily checks are completed on the areas children have access to, to ensure they remain safe and suitable for children's play and care arrangements.

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
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ensure those working with children, particularly assistants, understand their roles and responsibilities and are supported to develop their knowledge and skills to fully support children's learning	11/01/2024
ensure younger children are offered a stimulating and purposeful curriculum to meet their individual needs	11/01/2024
ensure registers of children's attendance are maintained accurately to show that staff:child ratios are consistently adhered to.	28/12/2023

Setting details

Unique reference number	EY365308
Local authority	West Northamptonshire
Inspection number	10323978
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	1 to 11
Total number of places	12
Number of children on roll	14
Date of previous inspection	28 June 2022

Information about this early years setting

The childminder registered in 2008 and lives in Deanshanger, Milton Keynes. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder talked to the inspector about what she wants children to learn and how she plans for children's learning.
- The inspector observed interactions between the childminder, her assistant and the children. She spoke with, and listened to, children.
- The inspector held discussions with the childminder and her assistant.
- The inspector looked at a sample of relevant documentation. This included evidence of suitability and 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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