

Childminder report

Inspection date:

22 September 2021

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children do not benefit from consistently high expectations and positive learning experiences, when in the childminder's care. For example, the childminder focuses on the learning needs of older children more than their younger peers. Older children enjoy baking 'pretend' cakes, adding and mixing their ingredients in containers. They are fully engaged in their learning. Younger children watch from the side, as the childminder makes their cake for them. They are not fully included and are unable to reach to enable them to join in. They quickly lose interest as they lack the attention and interactions they need to make good progress in their learning.

Overall, children appear settled in the childminder's care. Older children are eager to explore independently. They balance on different height rope swings, which helps to develop their arm muscles. Younger children raise their arms up for cuddles and enjoy songs before their sleep time.

Children behave well. They use good manners, saying please and thank you to each other during their play. Children learn how to keep themselves safe. For instance, children become the 'Safety Officer' and check for any risks in the environment before they begin to play.

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

- The childminder does not effectively manage times when she makes exceptions to the number of children she looks after. At these times, the childminder concentrates on older children. This impacts upon the overall quality of care and learning. For example, the childminder directs her attention to painting activities intended to develop older children's hand muscles. Younger children participate. However, the childminder does not recognise when their arms become trapped in their painting shirts, meaning they are unable to participate fully. She does not swiftly tend to their care needs at these times, such as changing nappies promptly when she notices 'smells' appear.
- The childminder knows what she wants each individual child to learn. However, she does not ensure that all children have an equally challenging and interesting learning experience. For example, the childminder identifies that she wants to include younger children in group activities more. Younger children frequently wander around the outdoor environment without purpose. When they bring items of interest, such as books, to the childminder, she puts these to one side until older children's activities are complete. This impacts on younger children's levels of curiosity, enjoyment and involvement.
- Children develop an understanding of similarities and differences between themselves and others. The childminder uses a variety of books to challenge

stereotypes and develop children's understanding of what a 'family' may mean to different people. The childminder has plans to visit different places of worship, to help children learn about religions in their wider community.

- The childminder recognises the impact of the COVID-19 (coronavirus) pandemic on the children that attend. She works closely with her co-childminder to implement changes in the environment, to increase opportunities for children to be physically active outdoors. This is supporting children's well-being.
- The childminder helps children to learn to handle tools and equipment safely. For example, at mealtimes children learn how to use cutlery, such as knives to spread butter onto their sandwich. This promotes their developing independence. At other times, the childminder hinders children's ability to be independent. For instance, when children are investigating how to join tubes together to make a track, the childminder intervenes. She removes children's tubes from where they are playing and joins them together correctly for them. This impacts on children's enjoyment of their activities.
- The childminder applies her policies to keep children safe. For example, she seeks permission from parents to apply insect repellent during woodland activities. This promotes children's good health. However, she does not support children's own understanding of how to manage their own health and self-care effectively. For instance, children continually sneeze, cough and use their arms to wipe their noses. The childminder does not recognise and use these opportunities to teach children how to cover their mouths and wipe their noses, to minimise the spread of germs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure procedures in place to keep children safe. For example, children follow the 'no pick, no lick' rule and they 'stick together' with 'sticks down' on outings to the local woodland. The childminder follows robust procedures to ensure forest school cooking activities are conducted safely. She also minimises risks associated with the family pet. The childminder has a secure understanding of local safeguarding partnership procedures. She is familiar with signs and symptoms of abuse. She knows what to do should she have a concern regarding children's welfare or in the event of an allegation.

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 all children's care and learning needs are met when exceptions are made to usual ratios	20/10/2021
ensure children of all ages have a challenging and enjoyable experience.	20/10/2021

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

- review practice and strengthen opportunities that enable children to be consistently independent in their learning
- develop opportunities for children to learn to manage their own self-care routines.

Setting details

Unique reference number	EY371429
Local authority	Buckinghamshire
Inspection number	10136524
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 October 2015

Information about this early years setting

The childminder registered in 2008. She lives in Amersham, Buckinghamshire. The childminder operates Monday to Thursday from 8am to 6pm and on Fridays from 8am to 1pm. She works for most of the year. The childminder works with another registered childminder. She holds a level 3 childcare qualification and receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact on children's learning.
- The inspector took account of the written views of parents.

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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