

Childminder report

Inspection date:

3 May 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 arrive contentedly and leave their parents with ease. They generally behave well and play cooperatively. Children walk around and explore toys and resources in the room. They crawl into a tent and play with toys inside. This helps children make choices and develop some independence. Children develop their small-muscle skills. They press buttons on simple electronic toys. They watch the effect as lights flash or sounds are made. Children develop some communication skills. They smile as they hold hands with the childminder to sing songs and pretend to row boats.

Children enjoy playing outside. They explore musical instruments, patting and banging them to make different sounds. The childminder encourages them to blow and chase bubbles. She shows them how to blow the bubbles and they attempt to copy her.

There are times when children become upset and restless because they lack stimulation. They stand, or sit on the sofa, or wander around the room. Resources and activities are not consistently varied or interesting enough to hold children's focus or engagement.

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

- The childminder undertakes training and development opportunities to increase her knowledge and understanding. For example, she enrolls on courses focused on early years practice and support for children with special educational needs and/or disabilities (SEND). Despite this, there are weaknesses in her overall planning and delivery of experiences for children.
- The childminder implements a basic educational programme for children. She focuses on extending children's communication and language development. The childminder talks to children as they play and interact. She models language well and repeats simple words. The childminder uses simple sign language to promote communication for children with SEND.
- The childminder works in partnership with other professionals involved in children's care. She seeks out support and guidance from other agencies when necessary. The childminder helps form targeted plans when supporting children with SEND.
- The childminder knows children well. She understands what they already know and can do and what they need to learn next. However, there are times when children demonstrate that they are not interested in the activities on offer. Planning is too vague, and children seek out things to occupy them. The range of activities and resources provided does not motivate children enough to fully engage in purposeful play. This means that children, including those with SEND,

do not make the progress of which they are capable.

- The childminder provides some support for children's general care needs. For example, she ensures that nappies are changed frequently. Parents speak positively about the care their children receive. However, the childminder does not always work effectively with parents to support children's good health. Children do not benefit from consistently healthy food and drink options.
- The childminder provides books for children to access freely. Children choose the books they like and turn the pages. This helps to develop early literacy skills.
- The childminder builds on children's interest in cars and vehicles. Children enjoy rolling the cars along the floor. The childminder adds a cardboard tube and children develop hand-to-eye coordination as they copy her and roll the cars through the tube.
- The childminder does not ensure she has the necessary equipment and furniture to support children's health and development. Children stand up to eat snacks and meals because there are no tables and chairs for them to sit at.
- The childminder has a suitable written complaints policy. However, she does not implement this effectively. She does not notify complainants of the outcome of any complaint investigation within 28 days, as required.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe from harm. She is aware of the signs and symptoms that may indicate that a child is at risk of abuse. The childminder knows the course of action to follow if she has concerns about a child's safety or if allegations are made. The childminder understands the importance of keeping children safe and all areas of the home are safe and secure. There was an occasion where children were able to access food which was not in line with their dietary requirements. However, the childminder took immediate steps to help prevent any reoccurrence by ensuring any food provided meets all children's dietary needs.

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
improve the educational programme to plan and provide sufficient resources and experiences to consistently engage children, including those with SEND, in fun and purposeful play	21/06/2023

ensure appropriate equipment and furniture is available to support children's development, such as tables and chairs for eating	21/06/2023
implement an effective complaints policy and notify complainants of the outcome of the investigation within 28 days of having received the complaint.	21/06/2023

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

- work in closer partnership with parents to support children to develop healthy eating and drinking habits.

Setting details

Unique reference number	EY376738
Local authority	Telford & Wrekin
Inspection number	10287607
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 December 2018

Information about this early years setting

The childminder registered in 2008. She operates all year round from 8am to 4pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder, parents and children throughout the inspection.

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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