

Childminder report

Inspection date:

25 March 2024

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 and families have good relationships with the childminder. The childminder notices when children are feeling tired or unsettled. Children go to her for a cuddle, and she reassures them. This helps children to build resilience and feel safe. The childminder helps children to learn and follow the rules, for example by sharing and being kind to their friends.

The childminder asks parents about their child's development. She finds out what children are interested in. However, the childminder does not plan activities that build on what children already know and can do. The childminder has not thought carefully about the learning environment. Too many toys and pieces of furniture limit how much space children have to move around. Consequently, children lose interest in their play. They spend time wandering around, not engaged in learning.

Children enjoy sharing stories with the childminder. She uses puppets and props to bring the story to life. Children move the puppet's mouth and exclaim, 'Dino!'. However, she asks too many questions that require one-word answers. She does not always repeat what children say or demonstrate adding more words to their sentences. This does not help to extend children's thinking and speaking skills.

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

- When children start at the setting, the childminder asks parents about their development. She then observes the children to find out what they already know and can do. She regularly updates her assessments to monitor children's progress. The childminder completes the required assessment of children between the ages of two and three years. However, she does not use this information to carefully plan learning opportunities that support children's next steps in learning. As a result, children become disengaged and do not make the best possible progress of which they are capable.
- The childminder understands the importance of supporting all children's communication and language skills. She has noticed that children need more support with this since the COVID-19 pandemic. She attends weekly singing and rhyme sessions in the local community. However, she asks children too many questions that require a limited answer, such as 'What colour is it?'. This does not help children to develop their thinking skills. The childminder introduces new words through stories and songs. However, she does not consistently repeat the single words younger children say. She does not model putting two words together. Younger children spend long periods of time with a dummy in their mouth. When they make sounds, they are difficult to understand. This does not support children's communication and language skills.
- The childminder takes children on regular outings to the local park, shops and

swimming pool. This helps children develop their large-muscle skills and learn about their community. However, the childminder does not carefully plan the learning environment at home. The playrooms have lots of furniture and toys in them. This limits the space children have to move around in. Children who are able to sit at a small table and chairs are placed in child seats with a tray. They drink from bottles with straws or spouts. This does not help children to develop their independence or small-muscle skills.

- The childminder does not wash her hands before giving children their snack. She wipes several children's hands using the same wet wipe. She allows children to play with toys while they eat. This does not help to prevent the spread of infection.
- The childminder keeps essential training up to date, for example paediatric first aid and safeguarding. However, she has not evaluated her environment or learning programmes to make sure she offers the highest quality care and education to all children.
- The childminder shares regular information with parents about their child's day. She encourages parents to attend local groups with her. This helps them to understand how they can support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 and deliver interesting and engaging learning opportunities, which take account of children's interests and build on what they already know and can do	25/05/2024
implement effective hygiene practices that promote the good health of children and help to minimise or stop the spread of infection.	01/04/2024

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

- improve their understanding of how to support children's communication and language development
- improve the learning environment so that it promotes children's focus on learning and the development of their physical skills and independence
- strengthen arrangements for evaluating their own practice and completing professional development opportunities that focus on improving the quality of care and education provided.

Setting details

Unique reference number	EY388738
Local authority	East Riding of Yorkshire
Inspection number	10335604
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	0 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	21 June 2018

Information about this early years setting

The childminder registered in 2009 and lives in Cottingham, in the East Riding of Yorkshire. She operates all year round, from 7am until 6pm, from Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Miall

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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

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