

Childminder report

Inspection date:

7 March 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not demonstrate a secure knowledge of how to eliminate and minimise risks to children at mealtimes and when they play in the garden. This compromises children's safety.

The quality of teaching is inconsistent. Despite this, children are confident. They have formed close bonds with the kind and nurturing childminder. Children develop some useful skills for the next stage of their learning, including school. For example, older children confidently sequence events from a story and talk about what the characters did. They know how to use scissors safely and they carefully cut out printed images. However, at times, the childminder does not provide children with sufficient challenge in their learning. This hinders the progress that they make.

Children enjoy opportunities to use their imaginative ideas and they recreate familiar roles and experiences. They choose role play outfits and imagine that they are different characters from films and books. Children pretend that a wand is magical and they use vocabulary such as 'abracadabra'. They make links with songs and real life. For example, when the childminder reminds children that they must not climb on the sofa, they sing a song about monkeys bouncing on a bed and getting hurt. Children behave well.

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

- The childminder has failed to identify weaknesses related to children's safety and the educational programmes. Children are not safe when they play in the garden and when they eat meals. The childminder does not continually supervise children at mealtimes. This puts them at risk of harm and also demonstrates that the childminder's self-evaluation is not effective.
- The childminder has not identified and addressed all areas for development, and the quality of children's learning experiences is variable. However, the childminder engages in some opportunities to support her professional development. Recent training helped her to review and enhance her arrangements for transitioning children to school.
- Although the childminder has a sound knowledge of child development, her teaching is not consistently good. She does not recognise when she needs to adapt her teaching and children's learning experiences to reflect the different ways that children learn. This includes when she is planning activities to meet the learning needs of babies and older children. At times, the childminder's planned activities do not interest some children and they say that they do not want to do them. They are not motivated and they reluctantly complete some tasks that the childminder has planned for them. This does not fully support the

progress of all children.

- The childminder does not make the most of opportunities that arise to build on what children already know and can do. Although she uses her observations of children to decide what they need to learn next and recognises areas where they need further support, children's play becomes repetitive at times. The childminder does not consistently help children to gain new knowledge and skills.
- The childminder has developed effective partnership working with parents. Parents appreciate the communication that the childminder provides about their children's progress.
- Although there are weaknesses in the quality of teaching, the childminder supports children's communication and language development appropriately. This includes children who speak English as an additional language. The childminder listens carefully to what children say and encourages them to use words from their home languages. She works with parents to understand key words that children use.
- Children develop confidence in their own abilities. They learn how to manage their personal care routines and the importance of handwashing. They know that regular handwashing helps to remove germs. Children dress in their outdoor clothes and learn to fasten zips. The childminder provides children with nutritious food and drinks. This helps them to learn about making healthy food choices.
- Children develop their understanding of the world. They learn about life cycles, such as how some plants grow from seeds. They know that plants need water and sunlight to grow.
- Overall, the childminder helps children to progress in mathematics and literacy. Children learn that their writing has meaning and know how to write some letters from their names. They learn about numbers and know that they have five digits on one hand.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not assure children's safety. She does not have a secure understanding of how to prepare food safely for young children and babies. This puts them at a greater risk of choking. In addition, the childminder frequently leaves the room when children are eating food. This compromises their safety even further. The childminder does not identify and eliminate potential risks to children in her garden. Children play in the garden where there are panes of glass leaning against a wall, bags of garden waste and broken plant pots. This puts children at risk of harm. The childminder knows some signs that may indicate that a child is at risk of abuse or neglect and how to report any concerns.

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
implement effective risk assessment to identify and minimise hazards, to keep children safe when they play outdoors	21/03/2022
improve knowledge of the safe preparation of food to minimise the risk of choking for children	21/03/2022
ensure that children are always supervised well, including while eating	08/03/2022
improve knowledge of the different ways that young children learn, to consistently provide them with good learning experiences that challenge and motivate them	06/05/2022
improve planning and identify how to tailor children's learning experiences, to reflect their individual abilities and development needs, for them to make at least good progress.	06/05/2022

Setting details

Unique reference number	EY417591
Local authority	Birmingham
Inspection number	10074621
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	4 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 May 2016

Information about this early years setting

The childminder registered in 2010 and lives in Birmingham. She operates all year round from 7am until 5pm, except for bank holidays and family holidays. The childminder receives funding to provide free early years education for four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 provider and has taken that into account in their evaluation of the provider.
- The inspector held discussions with the childminder and children, and took into account the views of parents.
- The inspector sampled some of the childminder's documentation, including qualifications and suitability checks.
- The childminder and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these had on children's learning.

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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