

Childminder report

Inspection date:

24 February 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 happy in the care of the kind and calm childminder. The childminder provides babies with cuddles and speaks to them in soft tones. She quietly sings to soothe babies as they fall to sleep. This helps them to feel safe and builds close and positive relationships. The childminder provides children with praise and encouragement. For example, she gives them a 'high five' when they correctly identify the names of shapes. Children behave well and show care for one another. For instance, when babies wake from their sleep, children gently kiss them on their head.

Children use everyday mathematical language. For example, the childminder plans an activity to help children re-call the names of shapes. Children concentrate and enjoy this activity. Despite this, the childminder's curriculum intent is unclear. She does not use what she knows about children to help them build upon what they know and can do. Children learn how to care for their teeth. For example, the childminder uses props to show children how to brush their teeth properly. However, further opportunities to support children's self-care and help them learn how to promote their own good health are limited.

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

- The childminder undertakes continuous professional development opportunities. For example, she accesses information and updates from the local authority and completes online training. Nevertheless, she does not have enough knowledge of the requirements of the early years foundation stage. For instance, the childminder does not use assessments well enough to identify the skills she wants children to learn next. She has failed to implement a well-sequenced curriculum that helps children make good progress in all areas of learning.
- The childminder completes assessments for two-year-old children. However, these do not contain all the required information. For example, emerging development concerns are not identified. This means that timely support is not provided to children. Consequently, children do not always make the best possible progress.
- Some hygiene procedures are in place. For example, the childminder wears gloves when changing nappies. Nevertheless, the childminder does not implement adequate handwashing procedures. For example, the childminder prepares babies bottles and supports mealtimes without washing her hands. This increases the risks of cross infection and illness. Children are not provided with opportunities to wash their hands throughout the day. The childminder does not support children to understand how to manage their own hygiene needs, including the importance of washing hands before eating.
- The childminder encourages parents to provide healthy and balanced packed

lunches. The childminder ensures that children always have access to drinks. This helps children to stay hydrated throughout the day.

- Upon collecting children from other settings that they attend, the childminder finds out what the children have been doing, so she can share this information with parents. However, the childminder fails to support continuity in care and learning. She does not share information with the staff at the other setting with regards to children's development and next steps.
- Children learn about the world around them. For example, the childminder takes children on outings in the local community. They regularly visit a toddler group, where children have opportunity to experience foods, and festivals from their own and other cultures.
- The childminder helps children to recognise feelings and emotions. For example, she talks to children about happiness and what makes them happy. She shares her own experiences and encourages children to do the same. They agree that going to the beach makes them happy and discuss children's upcoming trips to the seaside.
- The childminder plans opportunities for daily outdoor play. Children use their strength and develop their physical skills as they energetically push themselves around in toy cars. They begin to skilfully manoeuvre themselves around the outdoor area and each other. Children confidently climb up the steps before whooshing down the slide.
- The childminder shares daily information with parents. For instance, she tells them about children's activities and experiences. The childminder works closely with parents to find out and meet children's individual health needs, such as allergies and medication requirements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements a suitable safeguarding policy. She understands what to do in the event of an allegation against herself or a member of her household. The childminder has completed child protection training. She knows how to identify and act upon concerns about the welfare of children. This includes being vigilant to signs of extremist views and what action to take to protect children. The childminder implements measures to keep children safe when around family pets. For example, she ensures that effective supervision is in place on occasions when dogs and children are together. She teaches children how to care for animals and how to keep themselves safe from harm.

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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improve the planning and implementation of the curriculum, taking account of children's current abilities to help them gain the skills and knowledge that they need to learn next	24/03/2023
improve knowledge and implementation of the statutory progress check at age two to ensure that concerns about children's development are quickly identified and timely action is taken to help children to make progress and close any gaps in learning	24/03/2023
implement effective handwashing procedures for staff and children to minimise the risks of illness and infection.	24/03/2023

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

- strengthen partnership working with other settings that children attend to ensure that children receive a consistent approach in care and education to support their overall development.

Setting details

Unique reference number	EY422025
Local authority	Nottinghamshire County Council
Inspection number	10265390
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 June 2017

Information about this early years setting

The childminder registered in 2011 and lives in Mansfield, Nottinghamshire. She operates all year round from 9.05am until 3.05pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

Inspection activities

- This was the first routine inspection the childminder 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.
- The childminder and the inspector completed a learning walk together to discuss the curriculum and intentions for children's learning.
- The inspector observed the childminder interactions with the children during the inspection and the impact this had on children's learning.
- The inspector took into account written feedback provided by parents to gain their views.
- The inspector sampled key documentation provided by the childminder.
- The inspector carried out an observation of a planned activity with the childminder.

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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