

Childminder report

Inspection date:

16 March 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

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 cared for in a safe and secure environment and form good relationships with the childminder and her assistant. Children confidently help themselves to resources and take part in a range of their own chosen activities. Overall, they show good levels of concentration. However, at times, not all activities are planned well enough. Activities do not always support children to achieve their next steps in learning, and the childminder does not tailor activities precisely to children's individual abilities.

Children behave well. They play nicely together and show good social skills. The childminder supports children well to understand the importance of sharing and taking turns, and older children show their understanding as they share resources independently. The childminder is developing children's physical development well. For instance, she ensures that children have plenty of opportunities to be outdoors and have daily opportunities for physical activity. Children enjoy negotiating space as they play on ride-on toys outdoors, take turns on the slide and bounce on a secure trampoline. Children receive a range of healthy snacks and meals, which promotes their health and well-being.

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

- The childminder and her assistant show an understanding of their responsibility to safeguard children and have some knowledge of wider safeguarding issues. However, the childminder has not ensured that her and her assistant have sufficient knowledge of the 'Prevent' duty guidance to fully protect children from harm.
- The childminder's assessments of children's progress are not accurate enough, and her planning does not help her to support children's learning and development precisely enough. Although the childminder plans activities that children want to participate in, these are not accurately focused on what children need to learn next and are not tailored to children's individual abilities. As a result, children lose interest in activities quickly.
- Parents speak positively of the childminder and her assistant. They comment that they are happy with the care the childminder provides and that their children are happy. The childminder talks with parents every day to keep them informed of what their children are doing and sends photos to show the activities children have taken part in.
- The childminder promotes children's communication and language skills well. She engages older children in conversations and supports younger children's speech with single words and labelling. She ensures that she uses slow, clear speech when engaging with children.
- Children benefit from a range of outings with the childminder and her assistant.

For example, they visit local toddler groups where they get to develop their social skills within a bigger group of children. They go for walks in the local community where they get to develop their understanding of road safety. The childminder supports children well to think about the risks when crossing the road.

- The childminder talks with her assistant on a daily basis and gives her some ideas to support her practice. The childminder attends some training courses and works together with other childminders to share practice ideas. However, she is not aware of recent changes to legislation and does not precisely plan for professional development opportunities for herself or her assistant to improve their teaching practice further.
- The childminder meets children's health and hygiene needs well. For example, she is vigilant about handwashing and teaches children the importance of washing their hands to stop the spread of germs.
- Children are keen to take part in their chosen activities and show a good 'can-do' attitude towards their learning. For instance, children try hard to climb a small ladder and keep trying when they find it hard.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of the possible signs and symptoms of abuse. They are confident of the actions they would take to report any concerns about a child's safety or welfare. However, the childminder and her assistant have a limited knowledge about the 'Prevent' duty, to ensure they can fully protect children as well as they can. The childminder takes appropriate action to minimise any risks in her home. Her premises indoors and outside are safe and secure. For instance, she places a secure barrier around steps in her garden to make it safe for younger children to play.

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 knowledge of wider safeguarding issues, especially in relation to the 'Prevent' duty	24/04/2020

improve planning and assessment procedures to ensure that assessments accurately identify children's current development, and that planning is targeted to meet children's next steps in learning.	24/04/2020
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To further improve the quality of the early years provision, the provider should:

- target professional development opportunities for yourself and any assistants, to increase knowledge and teaching to a higher level, and to be aware of current changes to legislation.

Setting details

Unique reference number	EY423971
Local authority	Bath and North East Somerset Council
Inspection number	10061500
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	12
Number of children on roll	32
Date of previous inspection	4 July 2016

Information about this early years setting

The childminder registered in 2011. She lives in Keynsham, near Bath. The childminder works with one assistant all week and two assistants when numbers require. The childminder operates her service from Monday to Friday, from 6.30am to 6.30pm, all year round. She is in receipt of early education funding for children aged two, three and four years.

Information about this inspection

Inspector
Kelly Sunderland

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to manage the spread of Coronavirus by the childminder. This has included the effect these measures have had on the current attendance of the children.
- The views of parents were taken into consideration through written records.
- A joint evaluation was carried out by the childminder and the inspector.
- The inspector sampled a range of relevant documentation, including policies, training certificates and children's records.
- The inspector observed the quality of interactions during activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and her assistant at appropriate times 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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