

Childminder report

Inspection date: 10 May 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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 ensure that she, or her assistant, monitors sleeping children when they are outdoors with the other children. The childminder's assistant does, however, supervise children closely when they are outside. She reminds them that there should be 'just two children at the top at once' as she teaches them how to use the play equipment safely. Children spend lots of time playing outside using their physical skills.

The childminder does not provide good-quality care and learning for children when there are more children present than the early years foundation stage requirements allow. There are periods during the day when children sit unnoticed or run around inside without being engaged in meaningful activity. They do not consistently benefit from positive learning experiences or have the opportunity to make the best progress that they could. When children are engaged in activities, they practise their balancing skills as they ride around on two-wheeled bicycles and scramble up the climbing wall, strengthening their large muscles.

Children play in the pretend kitchen. They scoop and pour muddy water into saucepans and jugs and develop their imagination as they gleefully say that they are making 'hot chocolate'. Some children use blocks with the shapes of insects on to print using different colours. They talk with the childminder's assistant about the insects they might see in the garden. They are learning to take care of insects and to not be afraid of them.

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

- The childminder and her assistant do not continually maintain the appropriate adult-to-children ratios necessary to meet children's individual needs effectively. Despite this, they do know children well. They observe children to assess what they know and can do, and they identify what children need to learn next. However, they do not provide all children with sufficient individual attention and conversation to meet their learning needs.
- Children spend too much time without anything constructive to do. Some children engage in minor disruptive behaviour, such as running about inside or hitting children with a cardboard tube. The childminder and her assistant encourage children to behave well when they notice what is happening. For example, they remind children to walk instead of run and they say that hitting is not kind. They encourage children to learn to take responsibility by giving them the opportunity to take turns to be 'star helper'. However, children are not consistently engaged in meaningful activity and are not developing a positive attitude to learning. This is particularly significant for those older children who will soon be moving on to school.

- The childminder and her assistant do not interact and engage with all children consistently due to the number of children cared for at any one time. During group time, they ask children about insects and small animals that they know, and some children put their hands up and say 'ladybird', 'spider' and 'snail'. However, some quieter children miss out on these opportunities to practise their speaking skills due to the size of the group.
- The childminder and her assistant teach children about how to keep themselves healthy. Children wash their hands before they eat and they help themselves to juice to drink from a dispenser. The childminder talks to parents about providing children with healthy food in their lunch boxes. The childminder and her assistant talk with children at lunchtime about healthy foods.
- The childminder provides parents with a regular newsletter about the topics that children are learning. She holds termly meetings with parents to talk about the progress that their children are making. The childminder encourages two-way communication with parents through a daily diary to record what children have been doing at her house and at home.
- The childminder wants children to socialise, develop friendships and be able to express themselves freely. She and her assistant encourage children to make choices throughout the day. For example, they ask children whether they would like to play outside or inside, and children choose what they would like to do. The childminder and her assistant plan activities around themes that interest children, such as insects and small animals. However, they do not provide sufficient learning opportunities that are interesting and engaging to provide children with a consistently challenging curriculum.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder and her assistant do not ensure that they are always able to hear children when they are asleep. This means that they cannot always hear if children wake up or become distressed. The childminder and her assistant understand how to recognise possible signs of abuse and neglect. They know what to do if they are concerned about a child's well-being. The childminder ensures that she keeps the environment safe for children by securing external doors and risk assessing for hazards.

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
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ensure that sleeping babies and children are regularly monitored and are within hearing at all times while sleeping	11/05/2023
ensure that the number of children being cared for at any one time does not have a detrimental effect on their individual needs	24/05/2023
plan a curriculum that is challenging and provides children with sufficient opportunities to make progress in their learning and development	24/05/2023
ensure that all children consistently engage in meaningful activities and interactions that support and extend their learning.	24/05/2023

Setting details

Unique reference number	EY445814
Local authority	Leicestershire
Inspection number	10280566
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 8
Total number of places	22
Number of children on roll	22
Date of previous inspection	25 August 2017

Information about this early years setting

The childminder registered in 2012. She lives in Narborough, Leicestershire and works with an assistant. She operates from 8am to 5pm on Monday to Friday during term time and on Tuesday to Friday during school holidays. She provides funded early education for three- and four-year-old children. The childminder and her assistant hold level 3 childcare qualifications.

Information about this inspection

Inspector

Ann Carter

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 setting.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector and the childminder carried out a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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