

Childminder report

Inspection date:

26 September 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not organise her premises well enough to support children's learning and development. The amount of space available for children to play is extremely limited. This has a significant impact on children's ability to engage in activities. For example, the childminder sets out equipment for younger children to develop their physical skills. However, they find it almost impossible to use this equipment or to access other resources without disrupting other children.

The childminder does not carefully consider the gaps in her own or her assistants' knowledge of how to support children's learning. She does not consider what she wants children to learn from activities to ensure they continue to develop their knowledge, skills and understanding. Consequently, support for learning lacks the challenge to help children to move forward. Children's engagement in activities is at times brief, and adult interaction seeks to confirm what children already know rather than extending it.

Despite this, children show that they are comfortable and secure. Children behave well and are patient. The childminder has a well-established routine at lunchtime, which supports children's independence. For example, children wash their hands, get their lunch box, sit at the table and unwrap their own food. Children enjoy being 'the helper of the day' and assisting the childminder and her assistants with this routine. Even though the environment is very crowded, children move safely and show consideration for others. Adults reinforce children's understanding of staying safe. For example, a child stands on a bench to try to reach something, and an assistant provides a clear explanation of why this is not safe.

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

- The childminder has not given enough thought to the curriculum and what it is she wants children to learn. As a consequence, activities lack focus to help children to progress. In addition, the childminder and her assistants do not sequence learning to ensure that children have acquired the necessary skills before they attempt something more complex. For example, children show an interest in writing. An assistant encourages this without ensuring that children have the necessary skills needed, such as being able to hold the pencil correctly.
- The childminder and her assistants know the children well. They demonstrate that they can assess children's level of development and what they need to learn next. However, their teaching is weak and, at times, supervisory. Children play outside with bricks. An assistant asks the children to name two tools they are familiar with, and there is no further discussion about this. As the children build a wall, the assistant is encouraging, but other interaction is very limited. Another assistant spends the majority of the time while the children are outside moving

resources and equipment around.

- The organisation of the space is not meeting children's learning and development needs. The childminder has a vast amount of toys and resources, all of which are taking up a significant amount of space and hindering children's ability to engage in play. The childminder does organise the premises appropriately to support children's care needs. For example, she has a separate comfortable space for children to sleep.
- The childminder has taken steps to address some of the weaknesses at the last inspection, such as managing children's behaviour and the ratios of adults working with children. However, she has not given sufficient attention to the quality of education. She has not undertaken any professional development or provided this for her assistants to improve the support for children's learning and development.
- The childminder and her assistants are very caring and friendly towards the children. They are sensitive and attentive to children's individual needs. Settling-in support is effective, and children who are new to the setting settle quickly. Children develop strong attachments to the adults working with them. The childminder and her assistants meet every child's routine, and there is careful communication between them to support this. For example, an assistant mentions that a child needs additional reassurance after having just woken up. The childminder cuddles them and spends time with them until they are happy to sit and eat their lunch.
- Parents and carers are pleased with the care the childminder and her assistants offer. They praise the usefulness of the information the childminder shares about what their children have been doing. They comment on the range of activities their children experience and the frequent opportunities to play outdoors. They attribute things their children can do to the support provided by the childminder and her assistants.
- The childminder promotes health and hygiene. She is careful to ensure that children eat a healthy lunch and appropriate portion sizes. The childminder liaises with parents and carers to ensure that children can enjoy healthy meals. She and her assistants ensure that children eat their fruit or vegetables alongside their sandwiches. Children consistently wash their hands before eating and after going to the toilet.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants are vigilant in monitoring children when they are asleep and while eating to ensure their safety. The childminder ensures that she and her assistants have an up-to-date knowledge of child protection. They are familiar with different aspects of child protection and what to do if they have any concerns. The childminder demonstrates a clear commitment to safeguarding children and is proactive in following up on any concerns. The childminder has an appropriate procedure for ensuring children's safety with regard to her pet dogs, and the assistants consistently implement this.

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
ensure that the premises are organised to provide sufficient space for children to play and move around comfortably	03/10/2023
undertake professional development to improve the quality of education for children to help them to make good or better progress	05/12/2023
ensure that the curriculum identifies the knowledge, skills and understanding children will learn and help them make the best possible progress	05/12/2023
improve the quality of staff interactions to guide children's learning and ensure they consistently build on what they already know and can do.	05/12/2023

Setting details

Unique reference number	EY445814
Local authority	Leicestershire
Inspection number	10297069
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 9
Total number of places	18
Number of children on roll	16
Date of previous inspection	10 May 2023

Information about this early years setting

The childminder registered in 2012 and is located in Narborough, Leicestershire. She works with two assistants. The childminder operates from 7.30am to 5pm, Monday to Friday, during term time, and from 7.30am to 5pm, Tuesday to Friday, during school holidays. The childminder provides funded early education for three- and four-year-old children. The childminder and an assistant hold a relevant early years qualification at level 3.

Information about this inspection

Inspector

Justine Ellaway

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The children spoke to the inspector during the inspection.
- The inspector talked to the childminder and her assistants at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistants, and the children.
- The inspector took account of the views of parents and carers provided through written comments.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023