

Childminder report

Inspection date:

14 December 2022

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 happy and enjoy the activities on offer at the childminder's. They smile and laugh as they take part in singing. Children make choices and request which songs they would like to sing. This supports children's confidence in making their preferences known. The childminder shares stories with children. However, she does not consider how she is positioned or the organisation of the environment to ensure that all children can comfortably see and join in the story.

Children take part in painting. They carefully paint their hands before placing them on a cardboard box. The childminder identifies learning intentions for the activity, however, the curriculum is not successfully implemented. This is because the childminder does not focus precisely on her interactions with children, to build on what children know and can do.

Children know to put their hand over their mouth when they cough, and use tissues when they sneeze. This minimises the risk of cross infection. However, the childminder does not use explanations to extend children's learning or develop their understanding of why this is important. Similarly, the childminder identifies that some children need to learn to share. However, when children struggle with sharing and waiting for their turn, the childminder provides comfort, but no explanation to support children's understanding or acknowledgement of their feelings of frustration.

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

- Children learn about different cultures and traditions. For example, they try foods from other countries and find out about local customs. This enhances children's awareness of the wider world.
- The childminder supports children's oral health. She provides opportunities for children to clean their teeth. Children know this routine well, and confidently brush their teeth. However, the childminder does not use this time to expand children's knowledge and understanding of why cleaning their teeth is important.
- Children are provided with healthy food and fresh drinking water. During snack time, they attempt to cut their banana with a knife. However, when they are unsuccessful, the childminder completes this task for them. Children do not have any direction and guidance from the childminder about how to cut their banana successfully. Children are not provided with the knowledge to master this skill independently.
- The childminder works in partnership with parents to find out children's interests and starting points in development. She shares useful information with parents, for example, around health and child development topics. The childminder takes on board feedback from parents. For instance, she now shares written updates

alongside giving verbal feedback.

- The childminder uses observation and assessment to identify children's next steps in learning. She knows that some children need to practise putting on and taking off their shoes. Despite this, children are not provided with opportunities to practise. This is because children keep their shoes on while in the childminder's home. As a result, children do not have opportunity to progress towards this next step.
- The childminder's assessments do not always accurately identify the most important next steps in learning for children. For example, generic next steps are identified when there are other, more specific ones to be prioritised. This may delay children receiving targeted interventions to support their learning and development.
- Children have free choice in activities and play. This supports their decision making and independence. However, at times, the learning environment is cluttered. This impacts on space and restricts the ability of children and adults to move around freely. Consequently, children do not gain the most from the learning opportunities on offer.
- The childminder takes part in some continuous professional development. She accesses updates, e-learning and attends mandatory training. However, she has not focused her professional development sharply enough to improve her knowledge of the use and importance of high-quality interactions with children. As a result, children's learning and development are not maximised.
- Overall, children behave well. However, on occasion, children lack clear direction from the childminder. For example, while children wait for lunch to be served, they become bored and dip tissue paper in their drinking water. The childminder changes the water but offers no explanation or guidance to children about why this is inappropriate. As a result, children do not develop an understanding about what is expected of them and why.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes steps to protect the health of children. She finds out children's individual needs, such as allergies and any medical requirements. She maintains records of children's medication and implements health care plans for children with specific requirements. The childminder ensures that children are not left unsupervised around pets. She keeps her safeguarding knowledge up to date by accessing relevant training. The childminder understands what to do in the event of an allegation against herself or a member of her family, and the action to take should she have any concerns about the welfare of children.

What does the setting need to do to improve?

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

- extend professional development to provide high-quality interactions with children and improve the quality of teaching
- improve the identification and delivery of the curriculum, to ensure that children's learning needs are all met
- review and improve the organisation of the learning environment to provide children with a more suitable space to learn.

Setting details

Unique reference number	EY449963
Local authority	Nottinghamshire County Council
Inspection number	10235878
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 December 2016

Information about this early years setting

The childminder registered in 2012 and lives in Arnold, Nottinghamshire. She operates all year round, from 5am to 10pm, 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 spoke to the inspector about their 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 observations of group activities with the childminder.
- The childminder and the inspector completed a learning walk together to discuss their intentions for 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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