

Childminder report

Inspection date:

17 April 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 happy and relaxed when in the care of the warm and welcoming childminder. They have formed close relationships with her and settle quickly as they arrive. Children are eager to learn. However, the childminder has the television on for long periods which distracts children from their play. Therefore, they lose focus and are not always engaged in their learning. The childminder supports children to develop their independence. She encourages them to put on their own shoes and coats and helps them with toilet training. This ensures that they are developing the necessary skills to be ready for the next stage of their education.

Children participate in activities that are on offer. They excitedly gather around the table to complete alphabet dot-to-dot pictures and confidently recognise the letters in sequence. Despite this, the learning environment is not planned effectively to meet the children's needs. Activities and resources available are limited and do not capture the children's interests. As a result, children do not progress as well as possible. The childminder ensures that children have ample opportunities to play outside. They go on daily outings to the local park and enjoy riding bicycles in the garden. This helps children to develop their physical skills.

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

- The childminder knows the children well and can discuss their likes and dislikes. She gathers information from parents about children's starting points in their development. However, the childminder does not use assessments well enough to identify the skills she wants children to learn next. Therefore, gaps in children's development are not quickly identified and this reduces her ability to plan effectively for each child's learning.
- The childminder supports children to lead a healthy lifestyle. She works with parents to provide healthy and balanced packed lunches. She makes sure that children have access to water throughout the day so that they can stay hydrated. The childminder reminds children to wash their hands when coming in from the garden and before mealtimes. She also teaches children about good oral health and the importance of brushing their teeth.
- Children behave well and quickly follow instructions from the childminder. She sets out clear rules and expectations for behaviour. For example, she encourages the use of good manners, such as 'please' and 'thank you'. However, the childminder does not yet support children to understand their feelings and emotions. For example, when playing, children get easily frustrated and walk away from activities. The childminder does not help them to join back in or understand how to manage their feelings and behaviour effectively. As a result, children do not learn how to express their emotions and miss learning

opportunities that are on offer.

- The childminder has built strong parent partnerships. They speak highly of the childminder and discuss how she provides a caring and loving environment that supports their children's individual needs. Parents comment that their children make good progress in their learning and development and 'thrive' in the childminder's care.
- Children are starting to develop their early mathematical skills. For example, older children confidently identify the time on the clock. Younger children practise counting as they climb the stairs for the slide.
- The childminder supports children's communication and language skills well. Children are confident speakers and engage in meaningful conversations with the childminder and their peers. The childminder reads stories to the children to introduce speech and literacy skills from an early age. This helps to extend children's vocabulary and supports them to become confident communicators.
- The childminder completes mandatory training such as paediatric first-aid and safeguarding training. However, the childminder does not yet have enough knowledge of the requirements of the early years foundation stage (EYFS). She does not complete or identify professional development opportunities to help her to build her knowledge of the curriculum she offers. As a result, she is unable to support all children to develop to their full potential.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard the children in her care. She recognises the signs and symptoms that may cause her concern about the welfare of a child. The childminder knows the correct procedure to follow if an allegation is made against a member of her household. She completes daily checks of her home to make sure that it is safe for children. The childminder implements procedures to keep children safe when around family pets. She teaches them how to care for animals and ensures that effective supervision is in place when children and the pets are together.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve assessment to precisely identify children's progress across the areas of learning, and focus planning for children's next steps to help them make the best possible progress	19/06/2023

prioritise training and professional development opportunities to strengthen knowledge of effective teaching and learning in the EYFS.	19/06/2023
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To further improve the quality of the early years provision, the provider should:

- plan the learning environment more effectively to support children to be inspired in their learning and become deeply engaged
- minimise distractions during play to support children's ability to maintain attention and get the most from learning opportunities
- review and develop more effective ways to support children to manage their feelings and behaviour.

Setting details

Unique reference number	EY459669
Local authority	Cambridgeshire
Inspection number	10280278
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	4
Date of previous inspection	15 September 2017

Information about this early years setting

The childminder registered in 2013 and lives in Ely. She operates all year round, from 7.45am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder is in receipt of funding for free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Redmond

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 provision.
- The childminder and the inspector completed a learning walk to gather information about how the provision and curriculum is organised.
- The childminder and the inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector viewed written feedback from parents and took account of their views.
- The inspector observed the quality of teaching to assess the impact of this on 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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