

Childminder report

Inspection date:

26 July 2024

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder has made significant changes since the last inspection to ensure the environment is safe for children. She has improved her knowledge of risk assessment and prioritised safeguarding training. This ensures children are safe in her home. However, the childminder does not yet have a good enough understanding of how to teach children at the highest level, so they make even better progress in their learning. She does not always implement suitable hygiene practices or follow safer sleep guidance consistently. In addition, her assistants do not understand how to interact with children in ways which extend their knowledge and skills effectively.

The childminder and her assistants are calm and reassuring towards children. They develop good relationships with them and children are happy in their care. Children play together and consider the needs of others. They show a sense of empathy towards their friends.

The childminder offers opportunities for children to learn about their local community as she takes them on walks and trips to a local allotment. Children learn about where food comes from, which contributes to their understanding of keeping themselves healthy.

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

- The childminder has a clear idea of the skills and knowledge she wants children to learn so that they are ready for their eventual move to school. She allows children to make some choices about what they want to play with. Children take some interest in the resources available to them. However, the childminder does not yet have a good enough understanding of how to support children's learning so that planned activities appeal to children's interests and motivate them to learn. As a result, children do not make the best possible progress.
- Older children learn a sense of responsibility. They fetch and return their own lunch boxes and help younger children to tidy up. They take their plates to the kitchen after eating and sweep up play dough after using this in an activity. This helps children to be self-sufficient.
- The childminder does not always settle children to sleep on suitable surfaces. Some children are placed to sleep on sofas. This does not meet safer sleeping guidelines. The childminder does, however, make sure she stays close to children and checks them regularly while sleeping. This reduces the risk to children.
- Children know and follow routines well. They sit together for lunch and understand that they need to sit at the table to eat. The childminder makes sure that children have their own food which has been provided, and organises mealtimes well to ensure children are not sat waiting for long periods of time

before eating. However, there are very short periods of time when children are left unsupervised while they are eating because the childminder and her assistants complete other tasks round the corner from where children are sitting.

- The childminder ensures tables are cleaned ready for children to eat. She makes sure children wash their hands before and after eating. However, she does not provide suitable equipment for children to dry their hands. This increases the risk of cross-contamination.
- The childminder and her assistants take some opportunities to improve their own professional development. The childminder makes links with her local authority advisor to make improvements in her own practice. She liaises with other professionals to ensure support is in place for children with special educational needs and/or disabilities. However, support for assistants is not yet fully effective. For example, assistants do not always support children in their learning during play. Instead, they take more of a supervisory role. Therefore, children do not benefit from high-quality teaching interactions.
- Parents are happy with the care children receive. They appreciate the relationship they have developed with the childminder and describe themselves as extended family. They receive information about what their children have been doing and comment that children are happy to attend.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 children are placed to sleep in line with current safer sleep guidance	30/08/2024
ensure children are consistently supervised when eating	30/08/2024
improve handwashing routines to reduce the risk of cross-contamination.	30/08/2024

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

- improve knowledge of how to support children's learning so that they make the best possible progress
- support assistants to understand how to provide high-quality teaching interactions with children.

Setting details

Unique reference number	EY461676
Local authority	Worcestershire
Inspection number	10338238
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 10
Total number of places	12
Number of children on roll	18
Date of previous inspection	29 February 2024

Information about this early years setting

The childminder registered in 2013 and lives in Worcester. She operates from 7am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 6 and employs two assistants.

Information about this inspection

Inspector
Christine Ward

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between assistants, the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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