

# Childminder report

<b>Inspection date</b>	23 January 2019
Previous inspection date	24 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The childminder has an insufficient understanding of the requirements of the early years foundation stage. The many weaknesses observed are a direct result of there being not enough adults to care for the needs of the children present.
- The childminder's assistants do not have a secure knowledge and understanding of wider safeguarding issues. Not all assistants know the procedures to follow should they have any concerns about a child in their care or if an allegation is made about the childminder.
- The childminder does not identify all potential risks to children to ensure their well-being.
- The childminder and her assistants do not use what they know about children to plan and provide activities that challenge and motivate children's learning. As a result, children do not make the best progress from their starting points.
- Children do not receive sufficient interactions from the childminder and the assistants during daily routines, play and activities, to support their developing communication and language skills.
- The childminder's organisation of the lunchtime routine is poor. Children spend too long sitting and waiting for food, which has a negative impact on their play and learning time. Seating arrangements do not support children to eat in an appropriate manner.

### It has the following strengths

- Most children settle well. The childminder and her assistants are kind and caring. The childminder forms good relationships with parents and shares information about their child's day.
- Children benefit from freshly prepared healthy meals and snacks.
- Overall, children's behaviour is good. They share and take turns with resources.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that the required adult-to-child ratios are met at all times, to meet all children's care and learning needs effectively.	29/01/2019

### To meet the requirements of the early years foundation stage and Childcare

#### Register the provider must:

	Due date
develop assistants' knowledge and understanding of child protection procedures and wider safeguarding issues, including the procedures to follow should they have any concerns or if an allegation is made	08/02/2019
improve risk assessments to identify all potential hazards to children and take effective steps to minimise the risks	08/02/2019
use observations and assessments effectively to plan and provide challenging and purposeful activities that are tailored to children's individual needs, to help children achieve their next steps and make good progress	28/02/2019
improve the quality of teaching to ensure all children receive good support to extend their learning, particularly their communication and language skills	28/02/2019
review the organisation of lunchtime routines, to make the best use of children's time and to support their learning and development effectively.	28/02/2019

### Inspection activities

- The inspection was unannounced as part of the risk assessment process. The inspector had a tour of the premises with the childminder.
- The inspector talked to the childminder, her assistants, children and a parent at appropriate times.
- The inspector carried out a joint observation of teaching and learning with the childminder.
- The inspector observed the quality of the childminder and assistants' interactions with children indoors during play, activities and daily routines.

**Inspector**  
Karen Allen

## Inspection findings

### Effectiveness of leadership and management is inadequate

The childminder fails to keep up to date with the requirements and fails to notify Ofsted of significant events. She does not evaluate the quality of her provision adequately. The childminder and her assistants regularly exceed the minimum required adult-to-child ratios and care for too many children at one time. For example, on the day of the inspection, there were 23 children under the age of five years with three adults. The adults were not meeting all the children's individual needs sufficiently. The activities did not motivate and engage all children and were not tailored to their individual learning needs. Adults did not provide a suitable level of challenge for the different ages and stages of children present. Children did not receive enough interaction from adults. This breach has resulted in an enforcement action being taken. The arrangements for safeguarding are ineffective. The childminder fails to ensure her assistants have a secure understanding of wider safeguarding issues to protect children from extreme views and behaviour. Not all assistants know what to do if they have any concerns about a child or if an allegation is made against the childminder. The childminder does not review her practices well enough to keep children safe, nor monitor the quality of teaching to ensure she meets requirements. The childminder tracks children's progress and has started to involve parents in the process. She and her assistants are keen to develop their skills further to benefit children, such as researching ideas for interesting activities that they think children will enjoy.

### Quality of teaching, learning and assessment is inadequate

Due to the breach in ratios and the number of children present, the childminder and her assistants fail to support and extend children's learning adequately. Children do not receive sufficient interaction and challenge from adults to build on their current learning and support them to communicate. For example, babies were left unoccupied in high chairs for long periods and became fretful. Some toddlers wondered aimlessly with dummies in their mouths and some quieter children lay on the floor restless and bored. The adults fail to plan and provide purposeful activities that encourage children to explore and engage in active learning. The childminder does not plan activities effectively to provide an appropriate level of challenge and engagement. For example, when adults read a story, some children could not see the pictures in the book and the story was too complex for toddlers and babies to understand. Most children enjoy singing activities. Older children join in with familiar phrases, toddlers join in with actions and babies move their bodies to the rhythm of the music.

### Personal development, behaviour and welfare are inadequate

The childminder fails to identify and minimise all potential hazards to ensure children's well-being. She does not ensure that mobile babies can explore safely. For example, in the lounge where babies play, learn to crawl and walk, there are large glass jars on the hearth of the fireplace. Bowls of dog food in the kitchen are within reach of crawling babies and toddlers sleep on a sofa next to a collapsible airing rack. These hazards place children at risk of harm. The lunchtime routine is poorly organised, for example children's time was wasted as they sat waiting too long for their food. In addition, the high number of children resulted in inadequate seating arrangements. While some

children sat in highchairs and on chairs at a table, others sat on mats on the floor. This resulted in some children bending over on their knees to eat their food from bowls on the floor. The childminder ensures her assistants change children's nappies frequently and meet their dietary needs.

### **Outcomes for children are inadequate**

Due to the high number of children being cared for at any one time, the childminder and her assistants fail to provide sufficient support to help them make the progress of which they are capable. Much of children's learning is incidental. Children develop some skills that support them with the next stage of their learning. For instance, babies learn to feed themselves and move confidently around the learning environment. Older children show care and kindness towards younger children, and they play well together.

## Setting details

<b>Unique reference number</b>	EY335694
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10073680
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	37
<b>Date of previous inspection</b>	24 June 2016

The childminder registered in 2006. She lives in Westerleigh, near Bristol. The childminder works with two registered assistants. She currently offers care on Monday to Friday from 7.30am to 6pm, all year, except for family holidays and bank holidays. She receives funding for the provision of free early years education for children aged two, three and four years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

