

# Childminder report

<b>Inspection date</b>	21 June 2019
Previous inspection date	30 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:	Outstanding	1
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 does not deploy her assistants well enough to provide all children with the appropriate supervision and support required to meet their individual needs. The care of the older school-age children who were present is having a significant impact on the support the younger children receive.
- The childminder and her assistants do not help children to understand how to manage their behaviour appropriately. Adults fail to give explanations to help children learn how to deal with their emotions and understand the consequences of their actions to others.
- The childminder and her assistants do not help children to recognise risks and support them to learn how to keep themselves safe as they play.
- The childminder does not follow her procedure to manage complaints. She does not maintain a record of complaints or the outcome of any investigation as required.
- The quality of teaching is weak; adults do not target teaching well enough to keep children engaged and eager to learn. Adults do not consider children's individual learning needs to plan purposeful play opportunities and challenge them to make the progress of which they are capable.

### It has the following strengths

- Children enjoy healthy snacks and are confident and independent at preparing these.

## 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
take immediate action to ensure that children are adequately supervised and that adults are deployed appropriately, to meet children's needs and keep them safe from harm	12/07/2019
ensure that children receive clear messages about how to manage their feelings and behaviour appropriately	12/07/2019
raise awareness of risks in the environment and during play, so that adults and children learn how to keep themselves safe	12/07/2019
ensure that complaint procedures are followed to meet the requirements, and maintain a written record of the complaint along with the outcome of the investigation.	12/07/2019

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

	Due date
improve the interactions between staff and children, to raise the quality of teaching and outcomes for children	12/07/2019
use information gathered through observation and assessment to plan purposeful play opportunities, to engage children and motivate them to learn.	12/07/2019

## Inspection activities

- The inspectors observed interactions between the childminder, her assistants and children.
- The inspectors sampled a range of documentation and the children's records.
- The inspectors had discussions with the childminder and her assistants throughout the inspection.
- The inspectors observed children and discussed their progress with the childminder's assistants.
- The inspector carried out a joint observation and discussed the quality of teaching with the childminder.

### Inspectors

Victoria Nicolson  
Rachael Williams

## Inspection findings

### Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. The childminder and her assistants do not supervise children adequately due to poor deployment. They do not help children to identify risks and or teach them how to keep themselves safe. For instance, children rock on their chairs during play and at mealtimes. Children ride bicycles at speed down the slope towards concrete steps and are at risk of harm as a result, but this is ignored by the assistants present. The childminder and her assistants have a suitable awareness of child protection issues, and the procedures that they should follow to report their concerns. The childminder does not follow her procedures to ensure that she takes appropriate steps to manage complaints that are made. She has not kept a written record of any complaints received and their outcome. The childminder and her assistants share children's progress with their parents and some parents contribute to their children's learning. The childminder does not evaluate her practice effectively to identify and address the weaknesses in the service that she provides.

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

The childminder and her assistants do not understand how to use their training effectively to support the different needs of the children. For instance, younger children have to sit and listen during a very long group time, which is targeted for the older children and not to their level of understanding. As a result, the younger children struggle to understand and be involved. They become disinterested, roll around on the floor and try to find reasons to leave the room. The childminder and her assistants do not consider what children need to learn next to inform their planning and often resources are not suitable to the children's individual level of needs and understanding. For example, the youngest children, and those with special educational needs and/or disabilities, struggle to do alphabet puzzles. They need constant support as the resource is too complex for their understanding, but have to wait for help as assistants are involved with other children. Consequently, children lose interest and do not display the motivation to learn. Weaknesses in deployment mean the childminder and her assistants do not give children the support they need to encourage their learning more effectively. For example, some children spend long periods with little interaction from the childminder and her assistants, as they try to manage routines, such as lunchtimes, with the larger group of children and those of school age.

### Personal development, behaviour and welfare are inadequate

Significant weaknesses in how the childminder and her assistants manage children's behaviour and safety compromise their welfare. For instance, when children kick others, assistants move them, but do not explain why this behaviour is not acceptable or help them understand expected boundaries. The childminder and her assistants do not help children to learn how to keep themselves safe. For example, they allow them to use the ride-on toys to ride at each other at speed in the garden. Children are confident at exploring the environment independently and they follow the routines well. Children form secure relationships with the childminder and her assistants.

### Outcomes for children are inadequate

Ineffective teaching and planning mean that children are not supported to make adequate progress in their development. Children are not challenged in their learning. For example, some older children spend most of the day making bead models with little adult interaction. Children have limited opportunities to participate in a broad range of activities. Younger children are imaginative in their self-chosen play; they use the resources to create their own models. However, children do not gain the skills that prepare them for the next stage in their learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY422496
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10114245
<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>	17
<b>Date of previous inspection</b>	30 June 2016

The childminder registered in 2011. She lives in Lower Peasedown, Bath. The childminder operates her service all year round from Monday to Friday. She works with two assistants. The childminder has a relevant qualification at level 4, a primary education Montessori teaching certificate and an early years Montessori diploma. The childminder is in receipt of funding for the provision of free early years education for children aged 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.

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