

Childminder report

Inspection date	2 July 2019
Previous inspection date	5 January 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The childminder does not always supervise children appropriately so that they are kept safe when pets are present. In addition, risk assessments in place to keep children safe are not effective.
- The childminder has not kept her knowledge of wider safeguarding issues up to date.
- The childminder does not ensure that children are protected from the sun when playing outside.
- The childminder and her assistant are inconsistent in their expectations of children's behaviour. They do not teach children how to behave and how to cooperate with each other, share and take turns.
- The childminder does not make accurate assessments of younger children's progress or consistently provide appropriately challenging experiences to engage and extend their learning. She does not always interact effectively with the younger children to support their speech and language development. As a result, younger children do not make good progress.

It has the following strengths

- The childminder has suitable links with parents and provides them with feedback about their children's experiences.
- The childminder and her assistant support older children's mathematical development well. For example, they count with children as they play and help them to learn the names of shapes.

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
improve the supervision of children around family pets to help ensure children's safety at all times	22/07/2019
improve risk assessments to provide a safe environment for children, with particular regard to the care of pets	22/07/2019
improve knowledge of wider safeguarding issues, with particular regard to the 'Prevent' duty guidance to keep all children safe from harm	22/07/2019
ensure there are effective procedures to keep children safe in the sun	22/07/2019
manage children's behaviour consistently and teach them strategies to help them manage behaviour for themselves, to further support their personal, social and emotional development.	22/07/2019

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

	Due date
improve the accuracy of assessments of the younger children's learning and provide them with appropriate challenge and interaction to help them make good progress in all areas of learning, particularly speech and language.	22/07/2019

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation including children's records and the childminder's policies.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and progress.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector took account of parents' views from their written comments.

Inspector

Michelle Heimsoth

Inspection findings

Effectiveness of leadership and management is inadequate

The childminder and her assistant can identify the signs or symptoms which may be a child protection concern and are aware of the reporting procedure to follow. However, they do not have a secure knowledge of wider safeguarding issues, such as the 'Prevent' duty. The childminder and her assistant do not recognise the signs that might indicate children are at risk of being exposed to extremist ideas. As a result, safeguarding is not effective. The childminder does not sufficiently supervise children when the family dogs are present and systems in place to keep the dogs separate from the children are not effective. For example, when the children and dogs are separated by safety gates the dogs jump the safety gates to be with the children. As a result, toddlers sitting on the floor are knocked over as the younger dog climbs over them to go outside. In addition, when children play they put their fingers in the younger dog's mouth, which puts them at risk of being bitten, and children get upset when the dog tries to pull a blanket from their arms. The childminder does not successfully identify her weakness in assessments in children's learning and the quality of her interactions.

Quality of teaching, learning and assessment requires improvement

The childminder observes the children as they play, however, she does not make accurate enough assessments of what children can do. Some activities lack focus and the childminder does not always target activities at a level that helps the youngest children to make the best possible progress. For example, younger children spend considerable amounts of time sitting on the childminder or her assistant's lap watching the older children role play with dolls or colour-in pictures. Sometimes there is little interaction to support young children's language development. However, the childminder and her assistant engage older children successfully overall. For instance, children listen with interest as the childminder's assistant reads a story. She encourages children to use correct pencil control as they successfully trace over the letters of their name.

Personal development, behaviour and welfare are inadequate

The childminder does not keep children sufficiently safe as she does not assess the risk posed by her dogs. In addition, the childminder does not ensure that children are protected when they are out playing in the sun as she does not apply sun cream to children. The childminder and her assistant give the children praise and encouragement. However, they are not consistent in managing children's behaviour. For example, they do not talk about what is expected, or correct them when they do something they should not do, such as snatch a toy.

Outcomes for children require improvement

Overall, children are happy and enjoy their time with the childminder and her assistant. Older children develop some basic skills in preparation for starting school. They manage some tasks independently and begin to recognise shapes and numbers. However, younger children do not make the progress of which they are capable because activities do not engage their interest consistently and the childminder's interactions are sometimes poor. For example, when older children listen to a story, younger children begin to wander around the room and stand at the kitchen gate as there are no

alternative activities for them to choose.

Setting details

Unique reference number	EY428277
Local authority	Somerset
Inspection number	10114121
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	18
Date of previous inspection	5 January 2017

The childminder registered in 2011 and lives in Ilchester, Somerset. She works from Monday to Friday, all year round except Christmas, bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with an assistant.

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