

Childminder report

Inspection date:

19 September 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare and safety are compromised. The childminder does not complete effective risk assessment and this puts children at risk. They are not safe when they are using highchairs. The childminder does not provide children with consistently good learning experiences. Children join in with activities they enjoy. For example, they eagerly use mirrors to cast a reflection on the wall. However, the childminder does not plan effectively for each child's learning. Consequently, activities and the learning environment do not consistently provide appropriate levels of challenge and engagement or fully meet children's individual learning needs. Although older children enjoy throwing shredded paper around and laugh as they put it on their heads, this does not challenge their thinking. Children do not make the progress they should. That said, children form secure attachments to the childminder. They learn to regulate their behaviour and they share and take turns. Children gain confidence in their own abilities such as putting on and taking off their outdoor clothes. Older children benefit from opportunities to progress on to cups without lids for drinking. However, they do not gain a secure understanding about following good hygiene routines. Children enjoy opportunities to be physically active. This includes playing ball games and exploring the effects on their bodies as they play on equipment at the park, for instance while spinning and swinging.

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

- The childminder takes positive steps to keep her professional skills updated. For example, she seeks support and guidance from her local authority childminder representative and attends training. However, she has not been successful in maintaining a good level of practice.
- The childminder supports children's communication and language development appropriately. Older children talk about the objects they see in books, and babies communicate using gestures. Children join in with songs and rhymes and explore the different sounds they can hear in musical instruments. The childminder helps babies to explore the effects created as they shake a maraca. Older children know how to use whistles and use a beater to create interesting tunes on a xylophone.
- Although the childminder monitors children's progress and identifies some aspects of their learning, this is not comprehensive enough to help children to make consistently good progress. She does not recognise where some aspects of children's learning need to be targeted precisely, particularly when planning activities for children at different stages of development. For example, babies concentrate as they pull apart a ball of wool, but the childminder does not identify how she can extend this to challenge the learning for older children. The childminder does not recognise when she needs to adapt her teaching to follow

children's spontaneous play ideas. Consequently, she does not support children fully to make as much progress as possible, and, at times, children lose interest and lack engagement.

- The childminder works closely with parents from the outset to engage them in their child's development and support their continued learning at home. They appreciate how she involves them in their child's development.
- The childminder helps children learn about making healthy food choices and the importance of regular exercise. However, she does not consistently help them to learn the importance of good hygiene routines, including washing their hands before they eat.
- Children gain some useful skills that prepare them for their future learning and starting school. Babies enjoy handling books and lifting flaps to see what is hidden underneath. Older children express an interest in leaflets and the childminder helps them to explore the letter sounds in words. The childminder encourages children to practise their writing skills, for instance when they paint and draw. Children develop their mathematical awareness and recognise some numbers and shapes. The childminder provides opportunities for children to make new friends and they enjoy socialising with others.
- The childminder helps children to develop their understanding of the world. Children explore the local area and observe the changes in the seasons. They gain an awareness of the wider world. This includes meeting new people in the local community and learning about diversity.
- The childminder does not reflect on the quality of the provision effectively enough to identify where improvements can be made to keep children safe and to promote their learning fully.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder can identify some signs that indicate a child is at risk of harm and knows the procedures to follow to report any concerns. She attends regular safeguarding training to update her knowledge. However, she does not have the highest regard for children's safety. She does not make effective risk assessments relating to the safe use of highchairs. She does not supervise children appropriately when they are sitting in them. The childminder sits children in low-level highchairs and then leaves them as she prepares their lunch. This puts them at risk of injury. During the inspection, a child was able to tip over the low-level highchair and fall to the floor. The childminder completes suitable risk assessment when she takes children on outings.

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 that children are supervised well at all times to keep them safe	03/10/2019
implement effective risk assessment relating to children's highchairs to ensure they are safe when sitting in them	03/10/2019
improve arrangements for planning for children's individual learning needs, to help them to build on what they know and can do and challenge them in their learning.	31/10/2019

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

- recognise when to adapt teaching to respond to children's emerging interests
- implement effective practice to help children learn about good hygiene routines
- make effective use of self-evaluation to reflect accurately on the quality of teaching and learning and improve outcomes for children.

Setting details

Unique reference number	EY102703
Local authority	Sandwell
Inspection number	10073016
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 July 2016

Information about this early years setting

The childminder registered in 2003. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector completed a learning walk with the childminder across all areas of the setting to understand how the early years provision and the curriculum is organised.
- The inspector spoke with the childminder and children at appropriate times during the inspection and carried out a joint evaluation of the teaching and learning with the childminder.
- The inspector had a tour of the childminder's home.
- The inspector took account of parents' views.
- The inspector looked at a sample of the childminder's documents. This included evidence about suitability and training.

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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