

# Childminder report

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Inspection date: 23 September 2019

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The childminder creates a safe environment for children who are happy in her care. However, she does not recognise how her organisation of some resources in her home limits children's freedom to explore and make choices in their play. For instance, children can see, but are unable to freely access, certain toys and resources. This impacts upon their attitudes to learning.

Since the last inspection, the childminder has made attempts to improve her professional knowledge and understanding. However, this has not been effective. Her understanding of the learning and development requirements and the quality of education has not improved. The childminder does not have a secure understanding of the early years foundation stage curriculum. She does not understand what the seven areas of learning and development are and their equal importance. As a result, she narrowly focuses her curriculum on children's development of concepts, such as number, shape and colour, as she believes that this will help her to prepare them for their eventual move to school. Children do not achieve the best possible outcomes.

The childminder does not use what she knows, about individual children and their stage of development, to help her plan suitably challenging learning experiences. At times, her expectations for what children can achieve are too high in relation to their age. This impacts upon children's attitudes to learning as they lose interest in their learning.

The childminder helps children to learn to manage their own self-care skills suitably well, for instance by supporting them when they learn to use the toilet and showing them how to wash their hands before they eat. She is a positive role model and she praises children when they listen and respond to her instructions. However, she fails to give families the support they require to ensure that children learn how they can make healthy eating choices from the outset.

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

- The childminder does not demonstrate a capacity to improve. She has not effectively met the action set at the previous inspection to implement an effective programme of professional development to continually improve knowledge, understanding and practice. The quality of education has declined. For example, the childminder has undertaken some online reading, which, through discussion, she indicates has helped her to enhance her understanding of the seven areas of learning. However, in practice she fails to demonstrate a secure understanding of what the areas of learning are and she provides a narrow curriculum focus for children.

- The childminder fails to use her assessments of what children know and can do to help her create a coherently planned curriculum. Children do not build on their prior knowledge and activities are not tailored to their individual ages and stage of development. At times, learning is too challenging for them. For instance, younger children are expected to recognise and name the colour of cars and count up to ten as they play. The childminder fails to recognise that this is too challenging for them. Therefore, children do not make the progress of which they are capable.
- The childminder provides some limited real-life learning opportunities to enhance children's experience in her setting. For instance, she takes children to the library and they read books together. However, she does not consider how to organise her environment so that children can select toys and resources of their choosing, such as books, and she does not reflect successfully on how she can help parents to support and extend their children's learning at home.
- The childminder supports children's care needs suitably well, forming secure attachments and providing children with daily access to fresh air and exercise. For instance, she is attentive to their care needs and responds to children's body language when they are beginning to show an awareness of bowel and bladder urges. She provides regular opportunities for children to exercise and play outdoors at the local park.
- The childminder does not recognise her role in helping to ensure children have a healthy, balanced and nutritious diet. This is demonstrated by her lack of effective support for parents to help them understand the importance of providing healthy food and snacks for their children. The childminder does not swiftly respond with guidance at times when parents provide unhealthy foods, such as crisps and chocolate, for snacks and lunch. Consequently, parents continue to provide these foods rather than healthy alternatives. This does not help to promote children's good health and personal development.
- The childminder establishes suitable rules and boundaries for children, such as holding on to the buggy as they walk home from the pre-school, to help to keep them safe. Children listen and respond to the childminder suitably well. They are well behaved.
- The childminder has a secure understanding of procedures for administering medications. She records accidents and incidents appropriately. However, she fails to notify Ofsted of serious incidents within the given timescales. This is a breach of requirements.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has ensured that she has kept her safeguarding knowledge up to date by attending regular training. She is aware of her responsibilities to protect children's welfare. The childminder is able to recognise signs and symptoms of abuse, including radical and extreme views. She is familiar with Local Safeguarding Children Board procedures for reporting any concerns she may have regarding children's welfare. She understands the procedures to follow should an allegation

be made against herself or a member of her household.

## 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:**

	<b>Due date</b>
develop knowledge and understanding of the seven areas of learning and development and provide a broad curriculum which reflects the importance of all areas of learning	23/11/2019
use knowledge of each individual child to plan suitably challenging learning experiences for all children in all areas of learning and development	23/11/2019
seek and complete effective professional development opportunities and embed the learning into practice, to help raise the quality of teaching to a good level	23/11/2019
promote the good health of children by ensuring all children who attend are provided with balanced, healthy and nutritious meals and parents understand how they can support their children to make healthy eating choices	23/11/2019
develop an awareness of when notifications need to be made to Ofsted.	23/11/2019

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

- review the organisation of resources, in particular, so children benefit from choosing from a broader range of options and learn to direct their own play
- help parents to support and extend their children's learning at home, particularly in relation to encouraging a love of reading.

## Setting details

<b>Unique reference number</b>	EY221894
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10092429
<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 to 13
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	10 January 2019

## Information about this early years setting

The childminder registered in 2002 and lives in Conniburrow. She operates all year round, from 5am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Lisa Dailey

### Inspection activities

- The inspector went on a learning walk with the childminder and accompanied her as she walked to and from pre-school to collect children.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection. She spoke to parents and considered their written views.
- The inspector checked the suitability of the childminder and household members.

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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