

# Childminder report

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Inspection date: 12 October 2019

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<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
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Behaviour and attitudes	<b>Inadequate</b>
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Personal development	<b>Inadequate</b>
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Leadership and management	<b>Inadequate</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is inadequate

The overall quality of the provision has declined considerably since the last inspection. There are significant concerns about the childminder's ability to consistently meet the learning and development requirements of the early years foundation stage. Although children are happy, safe and secure, the childminder has a very poor understanding of how to support their learning and development. This has a negative impact on the progress that children make. They are not prepared for school or the next stage in their learning. The childminder does not plan activities that target children's individual needs and interests effectively. Babies are not well supported to gain confidence in their physical and communication and language development. Although they show an interest in pulling themselves up to a standing position, the childminder does not provide them with sufficient opportunities to do so. The childminder values the home languages that children speak. However, she does not communicate clearly or confidently in English. She is unable to support children to gain good use of language and develop their vocabulary. Children's health is supported appropriately and the childminder follows suitable hygiene routines. Children learn about washing their hands before eating and enjoy nutritious home-cooked food. They learn about what is expected from them and they behave well. Children gain some confidence in their own abilities, such as helping to feed themselves.

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

- The childminder attends some required training, such as safeguarding and first aid. However, she does not access any training to develop her teaching skills. This has a negative impact on children's play and learning experiences. The childminder has a very limited understanding of how to enhance children's play and provide them with challenging learning experiences.
- The childminder's assistant is better skilled in supporting children's learning and development. However, the childminder does not have the knowledge or understanding to provide her with the guidance, coaching and support that she needs to further develop her practice. Overall, the childminder has a poor inspection history and she does not reflect on the quality of the provision effectively enough to identify where improvements can be made.
- The childminder works effectively in partnership with parents to exchange information about children's care needs and routines.
- The childminder does not use information gained from assessment well. She has a poor understanding of the progress that children make and their development needs. The quality of teaching is weak. The childminder does not provide children with a suitable range of activities to engage them in learning and to help them to gain all of the skills they need for their future learning. She does not recognise when children want to make decisions and lead their play. When

children show an interest in a toy, the childminder tries to distract them with another resource and then moves them away from their chosen activity. The childminder does not support children's physical development well. Babies show that they are eager to stand. However, the childminder has a very limited understanding of how to help them to practise and achieve this. Babies do not have sufficient opportunities to follow their natural urges to pull themselves up and strengthen their leg muscles in preparation for walking.

- The childminder is friendly and provides children with warm interactions. This supports their emotional security effectively. However, the childminder's poor communication skills in English mean that children do not benefit from rich and accurate language modelling. This significantly hinders the progress children make. They do not learn to be confident and effective communicators.
- The childminder provides some resources that motivate children to explore. However, these do not offer babies a rich and varied range of sensory experiences to support their understanding of the world. The youngest children's play experiences are limited to exploring toys with lights and sounds. The childminder does not recognise the different ways that babies explore and learn, such as using their mouth to test and explore objects. She stops them from putting toys into their mouth, even though it is safe for them to do so.
- The childminder and her assistant provide some opportunities for children to develop their mathematical understanding. For example, they model counting and help children to develop their early understanding of subtraction. This includes building towers, knocking them down and playing peekaboo.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant can identify signs that indicate a child is at risk of harm and know the procedures to follow to report any concerns. The childminder has a sufficient grasp of the English language to attend to emergency situations and report concerns about a child's welfare. The childminder and her assistant know how to report concerns about the conduct of another childminder and how to manage allegations. The childminder completes suitable risk assessments to ensure that children can play safely and has an appropriate system in place for evacuating the premises in the event of a fire.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

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

	<b>Due date</b>
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undertake and support your assistant to complete appropriate training and professional development to gain a good understanding of how young children learn and to raise the quality of teaching to a good level.	01/11/2019
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**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure that children have sufficient opportunities to learn and reach a good standard of English language, to promote their communication and language development	01/11/2019
improve the use of assessment to accurately monitor children's progress and plan activities that consistently challenge children to help them make good progress	12/01/2020
ensure that each child's care and learning are tailored to meet their individual needs, in order to help them prepare for their future learning.	12/01/2020

## Setting details

<b>Unique reference number</b>	EY425115
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10074745
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	2 June 2016

## Information about this early years setting

The childminder registered in 2011. She lives in the Small Heath area of Birmingham. The childminder operates her provision all year round, from 7am to 8pm seven days a week, except for bank holidays and family holidays. The childminder works with an assistant who holds a level 3 early years qualification.

## 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 are organised.
- The inspector carried out joint observations with the childminder.
- The inspector held discussions with the childminder and her assistant. She interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents, including evidence of suitability and training.
- The inspector took account of parents' views.

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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