

# Childminder report

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Inspection date:

12 December 2019

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Met

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

### **The provision is inadequate**

The childminder has not kept her safeguarding knowledge up to date, particularly with regard to the different types of abuse that children may be subjected to. This has a significant impact on children's safety. However, her home is safe and well maintained. Children have warm relationships with the childminder and are happy in her care. They confidently talk to her about how they would like to spend their time, and tell her about their home experiences and family. The childminder's interactions with the children are warm and respectful. She is attentive to their needs and engages in play with them. For example, she pretends to drink a cup of tea they have made for her. Children make choices about how to spend their time, for example by choosing from the available resources. Despite this, the activities provided do not enable them to engage in sufficiently challenging play and learning. Children are familiar with the routines of the setting and respond appropriately to the childminder's instructions. For example, they know they must wash their hands before eating, and tidy away toys after they have finished with them. However, they are not consistently supported to develop their self-help skills and independence as they follow these routines. The childminder does not evaluate her practice well enough. She does not identify areas for development which will improve her teaching and the outcomes for children.

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

- The childminder is not up to date regarding her knowledge and understanding of the signs and symptoms of abuse, particularly in relation to the different forms of abuse children are at risk from. She is not fully aware of local safeguarding procedures. This has a significant impact on the quality of leadership and management.
- The childminder's relationships with children are positive. She engages in play with them and supports them with suggestions. For example, as children draw a person with chalk, she encourages them to add more detail. The childminder does observe children and make assessments. However, she does not consistently use what she knows about children effectively. This means that teaching and activities planned for children do not provide appropriate challenge to ensure they make the best possible progress.
- The childminder frequently engages children in conversation and encourages them to recall home experiences. She explains how she supports the language development of younger children by modelling language, reading with them and sensitively correcting misconceptions.
- Children learn to respect one another and those from other communities or cultures, for example by talking about their family celebrations. The childminder supports children to notice and celebrate the differences between themselves and others.

- Children follow simple rules within the childminder's home and she gently reminds them when they forget, for example, that they must sit at the table when they are eating. The childminder begins to teach children about road safety when out on visits. This supports them to learn to keep themselves safe.
- Children learn healthy practices, such as washing their hands before eating. The childminder provides them with a healthy snack and talks to them about healthy eating. For example, she encourages children to name their favourite fruits.
- Children develop basic skills to prepare them for the next stage in their learning. They develop their drawing and early writing skills using paint, pencils and chalk. The childminder helps them to develop their knowledge of numbers and shapes as they play. However, she does not fully support them in learning to manage simple tasks for themselves. For example, she does not encourage children to manage their own outdoor clothes or dry their own hands.
- The childminder has a flexible settling-in system which she adapts to meet children's needs. There are some systems in place, such as a daily diary sheet, to communicate with parents about their children's learning and development. However, the childminder does not gather parents' views on the service she provides, to support her to evaluate and develop the provision.
- The childminder has some systems in place to maintain her knowledge of early years issues. Despite this, her self-evaluation is not effective in supporting her to identify areas for improvement. The childminder has not been proactive in developing her early years knowledge and skills.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not updated her knowledge regarding the types of abuse that children may be subjected to, such as the 'Prevent' duty and other forms of abuse that girls are specifically at risk from. She does not have a good knowledge and understanding of the full range of signs and symptoms to look for to keep children safe. The childminder is not fully up to date with local procedures for child protection. This means that children may not be protected from harm. However, the childminder's home and garden are safe and secure. She risk assesses daily to ensure any risks to children within her home are minimised, and ensures her statutory training for paediatric first aid remains up to date.

## 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>
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gain knowledge to understand, notice and respond effectively to any possible signs of abuse or neglect	17/01/2020
update safeguarding policy and procedure in line with the local safeguarding children partnership	17/01/2020
improve teaching practice to ensure that children are appropriately stimulated and challenged in their play and learning, and supported to make good progress.	12/02/2020

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

- develop self-evaluation processes to incorporate the views of parents and to identify areas for improvement more effectively
- provide more consistent opportunities for children to develop their self-help skills and independence.

## Setting details

<b>Unique reference number</b>	EY338076
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10083130
<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>	3 to 14
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	3 June 2014

## Information about this early years setting

The childminder registered in 2007 and lives in Coventry. She operates from 8am to 6pm, Monday to Friday, and flexible hours at weekends, all year round, except bank holidays and family holidays. The childminder has a level 3 early years qualification.

## Information about this inspection

### Inspector

Abi Ellis

### Inspection activities

- The inspector looked around the childminding premises and talked with the childminder about the curriculum and organisation.
- The inspector observed and assessed the quality of teaching while children played indoors.
- At appropriate times during the inspection, the inspector spoke to the childminder and children.
- The inspector and childminder discussed the outcomes of a planned activity.
- The inspector looked at relevant documents, including training, suitability of those living in the household and children's assessment records.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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