

Childminder report

Inspection date: 16 December 2019

Overall effectiveness	Inadequate
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Inadequate
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Leadership and management	Inadequate
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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

Although children are happy and settled with the childminder, they are not always safe in her care, especially on the school run. The childminder does not ensure that she always maintains child ratios or implements effective risk assessments to reduce risks to children. This has a significant impact on children's safety and well-being. The childminder does not follow her policies and procedures and effective practice consistently to ensure children's welfare. For example, when changing nappies, the childminder does not ensure that she washes her hands or cleans the mat after each use to reduce the spread of germs. Additionally, she leaves medication in children's bags on the floor of the hallway, which children can easily access when visiting the toilet.

Children form strong bonds with the childminder, who knows them well. She offers lots of praise to help children develop high levels of self-esteem. Children play nicely together and learn to take turns. For example, they negotiate which stories they want the childminder to read and in which order, respecting each other's choices. Children listen well to stories and show great interest in the pictures. They show a positive attitude to learning, for example by asking and responding to questions. Children show curiosity. For instance, they talk about the spiders in their story and about those they found on their bug hunt in the garden. The childminder engages with all children at their level, encouraging their learning and sparking their interest.

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

- The childminder does not have a sufficient understanding of her responsibilities to keep children safe and healthy. She fails to promote good hygiene practices consistently to reduce the spread of germs. For instance, she uses the same tissue to wipe all children's faces and noses. The childminder has not considered the impact of a playful dog on children's care. For example, the dog stands over children as they have their nappies changed and licks their faces.
- The childminder does not ensure that she maintains ratios at all times. She does not adjust the number of children that she cares for when her assistant is not working. For example, on the day of inspection, the childminder cared for seven children under the age of eight, which is a breach of requirements.
- Although the childminder has some appropriate equipment to support children on their walk to school, she does not accurately assess what she needs to protect children on narrow pavements alongside a busy road. By not meeting child ratios, the childminder is unable to supervise all children sufficiently on the journey to and from school. At these times, she cares for large numbers of children, and her lack of supervision has led to a child wandering off in the school playground. As a result, children's safety is compromised.

- The childminder uses most opportunities to help children gain independence. For example, children make good attempts to find their shoes and coats and to put them on.
- Children have a positive attitude to learning and understand the expectation to play fairly. For example, when all the children want to play with the shopping baskets, they decide between themselves which colour they will have.
- Children make good progress as they develop their communication and language skills effectively. They communicate confidently. For example, they use specific language to explain that cats have kittens in their tummy. Children use language well in their imaginative play, for example describing how they are making a spider cake for their birthday. The childminder interacts well in children's chosen play, asking questions, repeating language accurately and using her training in sign language, to support their development effectively. On occasion, she is too quick to offer children solutions and does not encourage them to solve problems for themselves.
- The childminder has a good knowledge of children's interests and next steps, and she plans for their learning in all areas successfully. She involves parents well and keeps them well informed about their children's progress. Parents comment favourably about the support they receive for toilet training and ways to limit the use of a dummy. The childminder engages with other professionals, for instance to maintain consistency in feeding routines.
- The childminder and her assistant work well together to develop their teaching skills. They share ideas and develop their practice. For example, they use characteristics of effective learning cards alongside their planning, to raise the quality of teaching.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a secure understanding of her policies and procedures. She does not implement effective practice to promote children's health and welfare consistently. The childminder has not considered all measures to ensure that the environment is safe, including the storage of medication and ensuring that the front door is locked so that children cannot leave the premises unsupervised. In addition, she exceeds ratios, which compromises children's safety, in particular on the school run. The childminder and her assistant attend regular training to ensure they have a good understanding of the possible signs of abuse and are familiar with the procedure to follow should they have a concern about a child.

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 ratios are maintained at all times; this means not exceeding a maximum of six children under the age of eight at any time when an assistant is not present	27/12/2019
ensure staffing arrangements meet the needs of all children and ensure their safety, including making sure children are supervised effectively	27/12/2019
complete effective risk assessments for all outings, including the school run, and implement these consistently to keep children safe on outings, including taking into consideration the adult-to-child ratios	27/12/2019
embed policies, procedures and practice to keep children safe and healthy; with particular regard to nappy changing, wiping children's noses, storage of medication and the care of children around the dog.	27/12/2019

Setting details

Unique reference number	EY443385
Local authority	North Somerset
Inspection number	10106427
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	20
Date of previous inspection	23 June 2015

Information about this early years setting

The childminder registered in 2012. She lives in Yatton, North Somerset and works with an assistant on a part-time basis. The childminding service operates Monday to Friday from 8am to 6pm all year round. The childminder receives funding for the provision of free early years education for children aged two, three and four years old.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- A learning walk was conducted with the childminder.
- The inspector accompanied the childminder and children on the school run and discussed how the childminder keeps children safe.
- The inspector discussed suitability arrangements and ongoing professional development for the childminder and her assistant.
- The inspector observed the childminder's interactions with children as they played inside.
- The inspector sampled documentation, including the daily attendance record, medication and accident records.
- The inspector spoke with parents and considered their views.
- The inspection was carried out following Ofsted's risk assessment process.

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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