

Childminder report

Inspection date: 16 January 2020

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised. Babies are not safe when the childminder leaves them to sleep outdoors because the premises are not secure. The childminder has not considered the risk this poses to children. That said, children form close attachments to the childminder and her assistants. They closely huddle around the childminder and her assistants as they enjoy sharing books together. Children confidently explore the learning environment and make decisions in their play. They develop good social skills and play happily with their friends, learning to take turns and share resources. The childminder and her assistants support children's behaviour well and children know what is expected of them. Children make good progress and gain a wealth of useful skills that prepare them well for their future learning and school. They gain good physical skills and independence, such as managing their own personal care routines. Children enjoy opportunities to concentrate on smaller tasks, such as cutting dough with scissors, and spend a considerable amount of their time outdoors being physically active. They learn about good hygiene procedures at mealtimes and after they have accessed the farm areas. They enjoy the nutritious home-cooked meals. This supports their good health.

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

- The childminder does not monitor the overall quality of the service she provides effectively. As a result, there are breaches of the welfare and safeguarding requirements, and the quality of the provision has declined. The childminder is not effective in providing her assistants with the support and coaching they need. They do not have a good understanding of how to fully promote children's welfare. The childminder completes a daily risk assessment of the premises and areas of the farm used by children. However, she does not risk assess all aspects of practice and ensure that the premises are secure so that unauthorised persons cannot access areas used by children. The childminder does not display her certificate of registration and was unable to produce this at inspection.
- The childminder works closely with parents and successfully involves them in their child's learning and assessment, such as the two-year-old progress check. She liaises effectively with the other settings that children also attend to provide continuity in their care and learning.
- The childminder and her assistants know children's individual needs well. They make good use of their observations of children's play to inform assessment and planning for their learning needs. For example, they successfully respond to children's spontaneous play ideas. However, the childminder does not identify where some aspects of the activities that children enjoy daily can be enhanced, to further challenge older children.

- Children are well motivated to play and explore. However, the childminder and her assistants do not identify some opportunities to fully involve babies in larger group activities.
- The childminder plans a good range of activities that support children's mathematical understanding and literacy skills. Children learn to recognise their names and the sounds in words. They eagerly practise their writing, such as marking the date on eggs they have collected. Children enjoy using a balance and explore what happens as they add and remove dough.
- Children gain a deep understanding of the natural world and about the needs of animals. They gain a sense of responsibility as they learn to care for the animals on the farm and their different dietary requirements. They gain an awareness of how animals and plants change over time.
- The childminder and her assistants support children effectively to make good progress in developing their communication and language skills. They know how to adapt their language to meet the needs of children. Younger children learn how to express their needs and wishes clearly and build a good vocabulary. Older children speak confidently during their imaginative play and engage well in conversations. For example, they talk about what images they can see in clouds and explain how they can see 'a dragon blowing fire'. They clearly describe what it feels like as they bounce on a raised soil bed.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has failed to meet the requirement to ensure that unauthorised persons cannot gain access to the premises. During the inspection, the childminder and her assistants did not notice that a member of the public had accessed the area where two babies were sleeping unsupervised. The childminder has a secure knowledge of child protection. She is alert to the signs and symptoms of abuse and knows how to report any concerns about a child. However, she has failed to identify and address gaps in the safeguarding knowledge of her assistants. They only have a basic knowledge of the signs of child abuse and neglect and do not have a good enough understanding of wider safeguarding issues. This compromises children's welfare.

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
improve risk assessment to ensure that unauthorised persons cannot enter the premises	23/01/2020

ensure that assistants have clear and up-to-date knowledge of safeguarding issues, including the 'Prevent' duty	16/02/2020
provide assistants with the training and support they need to have a clear understanding of their responsibilities	16/02/2020
display certificate of registration.	16/02/2020

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

- review how some aspects of the daily routines and group activities can be enhanced to offer even greater challenge and participation for all children.

Setting details

Unique reference number	257232
Local authority	Shropshire
Inspection number	10115987
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	18
Number of children on roll	33
Date of previous inspection	10 February 2015

Information about this early years setting

The childminder registered in 1999, and lives in Hinstock, Market Drayton. The childminding provision operates all year round, from 7.15am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. On a Monday she provides before and after school care only. The childminder receives funding to provide free early education for three-year-old children. She works with two assistants. The childminder and one assistant hold level 3 qualifications.

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 assistants, and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence about 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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