

Childminder report

Inspection date:

6 February 2020

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised because neither the childminder nor her assistant has a good enough understanding of the actions to take to safeguard children.

Children are confident and show developing levels of independence within the childminder's home. They enjoy the freedom to make their own decisions and play wherever they want within the dedicated playrooms. The childminder knows the children well and uses assessment effectively to identify what children know and can do. However, the childminder does not ensure that interactions with adults consistently challenge older children to enable them to make progress as rapidly as they could. Younger children are not always engaged in meaningful play.

Children are happy and settled. They build strong bonds with the childminder and her assistant. Young children are curious and focused when building towers with the assistant, while older children sit for extended periods of time. Older children concentrate and contribute well to shared story experiences with the childminder. Children are learning to behave with support from the childminder. They clearly know the house rules and even the youngest children follow these. They know not to go into the hallway or access rooms other than the playrooms.

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

- The childminder carries out some evaluation of her practice and has recently started a more detailed process. This has enabled her to develop a general overview of her practice. However, it is not precise or detailed enough to fully identify gaps in her knowledge or her practice.
- The childminder successfully uses informal systems to help her assistant to develop his skills in promoting children's learning. For example, she praises his work when he supports children's early understanding of turn-taking and shows him how to correctly sound out letters to help children hear the correct sounds to support early literacy skills. However, supervision is not focused enough to ensure that his support for children's learning is consistent or to identify gaps in his safeguarding knowledge.
- The childminder has a clear understanding of children's individual stages of development. She regularly identifies the next steps to support their ongoing development. She uses free play and some opportunities, such as story time, to help children work towards their achievements. For example, older children enjoy stories with the childminder and she effectively engages them in the storytelling by asking them questions to check their listening and understanding skills. Older children concentrate very well as they listen and join in with the stories. They learn to identify mathematical concepts, such as the smallest and widest, to count and to recognise colours and letters. Children develop some

useful skills to help prepare them for their move to school. However, the childminder does not ensure that all opportunities are maximised to support children to extend their learning. Consequently, children's progress is not as rapid as it could be.

- Younger children enjoy exploring the range of available resources. They are curious and observe adults and children carefully before joining in with role play or building blocks. The assistant provides support to help children, for example to begin to balance blocks on top of one another. However, they spend too much time wandering and adults do not ensure that they are drawn into meaningful play or do not make best use of opportunities to consistently engage them to develop their next steps in learning.
- The childminder is proactive in working with other settings to share information about children's learning and development so that children benefit from continuity in their care. She works closely with parents to follow children's home routines, such as potty training, and provides them with regular information about children's progress. Parents are positive about the childminder. They state they are happy with the quality of care offered and value the wide range of visits and craft experiences she offers the children.
- Children have secure relationships with the childminder and her assistant. They receive praise and encouragement from both, which fosters their self-esteem and confidence. They learn to respect others with support from adults, who clearly explain when some children don't want to join in and why. Children generally show a positive attitude to learning. They listen carefully to clues when matching puzzle pieces and persevere until they complete them.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has failed to meet the statutory requirements to ensure that both she and her assistant have a secure knowledge of safeguarding procedures. They do not know the correct actions to take should an allegation be raised against them. In addition, the assistant does not have a clear knowledge of the correct agencies to contact in the event of concerns for children, and the childminder is not confident in escalating concerns in a timely manner. This compromises children's welfare. That said, they both have a clear understanding of the signs to look for to indicate that children may be at risk of harm. They are committed to accessing training to improve their knowledge, and this has successfully helped them to have an understanding of wider safeguarding issues. They have already booked on to further training to improve their general safeguarding knowledge.

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 knowledge and understanding of the correct organisations to contact in the event of concerns about a child and ensure that any such referrals are made promptly	28/02/2020
improve knowledge and understanding of the correct organisations to contact if an allegation is made against a household member or adult in contact with children	28/02/2020
ensure that older children are suitably challenged to extend their learning through play and that adults consistently introduce new skills to support this	05/03/2020
ensure that younger children are engaged in meaningful play that builds on their existing skills and that adults provide consistent support to help them move towards their next steps.	05/03/2020

Setting details

Unique reference number	EY442902
Local authority	Somerset
Inspection number	10075103
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	12
Number of children on roll	15
Date of previous inspection	26 May 2016

Information about this early years setting

The childminder registered in 2012. Childminding takes place in her parents' house in Minehead, West Somerset. The childminder holds a childcare qualification at level 3. The childminder sometimes works with an assistant. She operates Monday to Friday, from 8am to 6pm, all year round. The childminder is in receipt of early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Jo Beighton

Inspection activities

- The inspector viewed the areas used for childminding purposes and discussed how the provision is organised.
- The childminder carried out a joint observation with the inspector and discussed the quality of interactions to support children's learning.
- The quality of education and interactions was observed throughout the inspection.
- The inspector spoke to parents and took account of their views from written comments.
- Relevant documentation was reviewed to include the suitability of household members and children's progress 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020