

Childminder report

Inspection date: 30 January 2020

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is inadequate

Children are not kept safe as the childminder does not understand her role and responsibilities to protect children from harm. The childminder's registration was suspended during the inspection due to safeguarding concerns. Children's welfare is put at risk due to the childminder's limited understanding of English. For example, she cannot record in writing any accidents that happen to the children while in her care. Children who may require medication during their attendance are not supported, as the childminder cannot read important medical information.

Children do not experience a high-quality curriculum. They are not challenged in their learning as the childminder does not understand how children learn and develop. Children do not build on, or extend their existing knowledge as they are given activities to do which they are already capable of. Children are not supported in their next steps, as the childminder does not understand what they need to learn next and why.

Children take part in the activities on offer. They listen and respond appropriately to the childminder when they are asked to tidy away resources. Children are not given the opportunity to develop their concentration skills, as the childminder chooses what they will play with and for how long. For example, during the inspection, children happily play with role-play food. The childminder interrupts their play and asks them to tidy these items away.

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 English to be able to meet the care or learning needs of children. For example, she is unable to keep important records such as accident forms, or records of any safeguarding concerns in English. The childminder is not able to read important information about medication or allergens in food. As a result, children are at risk of harm, as she is unable to identify if food is suitable for those who have allergies or read instructions about the correct administration of medicines.
- The childminder does not understand how to keep children safe. During the inspection, safeguarding concerns were raised in relation to the childminder. She is not aware of the signs and symptoms which would indicate that a child may be at risk of harm. The childminder does not understand that children could be exposed to extreme views or behaviours. As a result, she does not know the signs to look out for.
- The childminder's safeguarding policy and procedure do not meet the requirements. The policy does not include the correct action to take should an allegation be made against an adult working with children, or include the use of mobile telephones and cameras. The childminder does not understand the risk

involved in others using mobile telephones in her setting.

- The childminder does not have sufficient understanding of technology to identify if children would be at risk from its use. Her limited understanding means she is unable to support children or parents about the safe use of technology.
- The childminder does not have suitable understanding of the different areas of learning. Children are not challenged to build on what they already know and can do. The childminder does not know how to move them forward in their development. For example, children complete simple jigsaw puzzles with ease.
- The childminder does not correct children when they misunderstand something during an activity. For example, children are asked how many bears are pulling and pushing in a picture on a puzzle. They give the incorrect answer. The childminder does not acknowledge this or correct the children so that they can secure their learning.
- The childminder has a limited understanding of the statutory framework for the early years foundation stage, and does not know what children need to learn next. She does not consider how she can plan experiences for children, so that they can develop skills in order to progress. The childminder does not use children's interests to support their development. As a result, children are not being prepared for the next stage in their learning.
- The childminder does not give children the opportunity to experience learning outdoors. Children's opportunities to learn outdoors are limited. This has a negative impact on their physical development and other areas of learning.
- The childminder does not complete a progress check on children when they are aged between two and three years. This means that timely interventions are not sought to support children to make the best progress they can.
- The childminder does not gather enough information from parents when their children first start with her. She does not ask questions about what children know and can do, so that learning can be tailored right from the start. The childminder does not speak with parents to find out how she can broaden children's experiences.
- The childminder does not understand how children learn and she does not give them time to become engaged in their learning. The childminder changes activities very quickly, before children have the chance to become involved. For example, children enjoy playing with shapes. They are asked to tidy away, but say that they wish to carry on. The childminder repeats her request to tidy away and gets out another activity of her choosing. The children follow instruction and tidy up when asked to do so.
- The childminder does not provide children with opportunities to help them understand the wider world around them. Children do not gain an understanding of different people, cultures or communities. Due to this, she cannot incorporate these ideals into her practice.
- The childminder is unable to explain when it would be appropriate to involve other agencies if she has concerns about children's welfare or development. The childminder is unable to explain what action she would take if she had concerns about children's development.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a suitable understanding of safeguarding. The childminder's registration was suspended during the inspection due to safeguarding concerns. She does not recognise the signs and symptoms which may indicate that a child is being abused. The childminder has a limited understanding of English, which impacts negatively on children's safety and welfare. She is not able to record in writing any concerns that she may have about children's welfare. The childminder does not understand the potential risks associated with the use of technology such as mobile telephones and cameras in the setting.

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
plan an enjoyable and challenging learning experience for each child, taking into consideration their individual needs, interests and stage of development	12/03/2020
ensure that children are given the opportunity to be challenged in their play	12/03/2020
ensure that what children need to learn next in their development is accurate	12/03/2020
ensure that children access daily outdoor play	12/03/2020
ensure that the progress check when children are between the ages of two and three years is completed	12/03/2020
gather information from parents about what children know and can do when they first start so that learning can be tailored straight away	12/03/2020
allow children the time to complete activities to their satisfaction	12/03/2020

ensure the safeguarding policy includes an explanation of the action to take when allegations are made against individuals working with children	12/03/2020
understand the setting's safeguarding policy and procedure	12/03/2020
identify signs of possible abuse, including when children might be exposed to extreme views and behaviours, or when they may be at risk of female genital mutilation	12/03/2020
gain a sufficient understanding of English to ensure the well-being of the children.	12/03/2020

Setting details

Unique reference number	226777
Local authority	Leicester
Inspection number	10132500
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	6 May 2015

Information about this early years setting

The childminder registered in 1981 and lives in Evington, Leicester. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Christy Dave

Inspection activities

- The inspector completed a tour of the areas used by children.
- The inspector observed the quality of the curriculum during activities indoors.
- The inspector held discussions with the childminder and spoke with children at appropriate times throughout the inspection.
- The inspector reviewed relevant documentation in relation to children's learning and safeguarding.

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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