

Childminder report

Inspection date: 25 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

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's health, safety and welfare are not assured because safeguarding procedures are not implemented robustly. The childminder's understanding of the 'Prevent' duty is not strong enough. In addition, she is uncertain about the action to take should an allegation be made against her or other adults living or working on the premises. However, children demonstrate positive relationships with the childminder. Most of the time children behave well, are settled and happy, and show that they feel comfortable in the childminder's care.

Children play in the dedicated playroom where they have access to a selection of toys and resources. However, these are not fully reflective of children's differing ages and capabilities. The space in which children play is somewhat restricted. In addition, the childminder does not always use what she knows about children to provide activities that are challenging enough for their individual learning needs. This means that sometimes children become bored and frustrated. They spend periods of time disengaged from meaningful play and learning. The childminder's expectations of what children can do for themselves are not consistently high enough. Children are not always encouraged to think how they can solve problems and persevere, if at first they do not succeed. For example, when children express a desire to make a model spider, the childminder is too quick to do this for them. As a result, children lose interest and motivation to continue with the activity, and their initial enthusiasm fades.

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

- The childminder's knowledge and understanding of safeguarding procedures are not secure. She does not maintain records of any concerns that she has about children's welfare. The childminder is unable to explain what she would do if an allegation was made against her or her assistant. Furthermore, she does not have an awareness of the 'Prevent' duty guidance to be able to confidently recognise a child who may be at risk. This lack of knowledge means children are not protected from harm.
- The childminder knows the children in her care well. She makes assessments of their learning and is aware of what they know and can do. However, she does not always use this knowledge effectively. The environment and learning experiences provided are sometimes not well targeted to ensure children are appropriately challenged and remain interested. At times, older children demonstrate a less positive attitude towards their learning and are unwilling to join in with activities. Younger children wander from activity to activity, and they are not consistently supported to build on their existing knowledge and skills.
- Pre-school children demonstrate good language and mathematical skills. The childminder shows a genuine interest when children talk to her. Children use

words such as 'humungous' and 'furry' to describe objects. They use mathematical language spontaneously, for example 'small' 'medium' and 'big' as they tell the childminder about the dinosaur family they have modelled out of dough. Children carefully select different-sized buttons to create spines that are in proportion to the size of each model. They recognise patterns and successfully match different-shaped sequinned stickers to posters on the wall.

- Children benefit from some opportunities to make choices and to develop a determination to do things for themselves. For example, young children confidently help themselves to toys and resources that interest them. However, on occasion, the childminder completes tasks for children that they could do for themselves. For example, she wipes their noses and pours their drinks. When children come to her asking her to do things for them, she is too quick to respond. The childminder misses opportunities to encourage children to be independent and not to give in.
- The childminder has established strong relationships with parents. She regularly shares information with parents about children's development. The childminder urges parents to share their children's experiences from home and considers these when providing activities. She takes children on daily visits into the local community. These contribute to children's social skills and physical development. Children learn to play with other children in large groups at stay-and-play sessions. In addition, they are physically active at local parks and soft-play areas.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a secure enough understanding of child protection and wider safeguarding issues. However, she is aware of the signs and symptoms of abuse and her responsibility to report any concerns about children's welfare. Both the childminder and her assistant hold a current paediatric first-aid certificate. The childminder ensures that the environment is safe and secure. She supervises children appropriately. The childminder regularly checks on children who are sleeping to ensure they are comfortable and safe.

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
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improve knowledge and understanding of safeguarding and child protection procedures, including the 'Prevent' duty guidance and what to do in the event of an allegation against anyone living or working on the premises	25/03/2020
ensure safeguarding policies and procedures are robustly implemented at all times and that records of concerns are accurately maintained.	25/03/2020

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

- make better use of the knowledge of individual children to ensure that all activities offered are planned well and tailored to meet their individual learning needs
- improve the quality of the curriculum to ensure that it is sufficiently challenging for all children in order to help them make the progress they are capable of
- increase opportunities for children to be independent, to help them develop a determination to do things for themselves and not give up.

Setting details

Unique reference number	EY419112
Local authority	Derbyshire
Inspection number	10129877
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	12 May 2014

Information about this early years setting

The childminder registered in 2010 and lives in Long Eaton. She operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Claire Muddimer

Inspection activities

- The inspector carried out a joint observation with the childminder to assess the quality of education.
- The inspector observed the interactions between the children and the childminder and considered the impact on their learning.
- The inspector spoke with the childminder at appropriate times during the inspection. She asked questions to establish the childminder's understanding of safeguarding procedures, and how she assesses and plans for children's learning.
- The inspector viewed the areas of the home used for childminding.
- The inspector spoke to children during the inspection. She took account of the views of parents and carers through written testimonials.

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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