

# Childminder report

---

Inspection date:

18 June 2021

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Not met (with actions)**

---

Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision does not meet requirements**

Children are happy and enjoy spending time together. Younger school aged children have the opportunity to take part in activities, such as painting, but choose to relax with the older children by watching television after their day at school. For example, they relax on the sofa to watch online gaming videos. However, the content of what children watch is not taken into consideration and is not appropriate for all their ages.

Children are not always kept safe, due to the poor knowledge and understanding the childminder has about safeguarding. This includes wider safeguarding issues, such as online safety and the 'Prevent' duty guidance. Children are not kept safe from harm as the childminder is unable to effectively identify and implement procedures.

Children follow daily routines and know what to expect by listening well to instructions given to them. For example, children wash their hands when they are told to in preparation for snack time. Children can choose what they want to play with and follow their own interests while in the setting. They do this by having access to toys in clearly labelled boxes in a safe and secure environment. However, the children are not provided with new experiences or encouraged to play together. This limits what the children experience and can do.

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

- Children behave well. They follow the daily routine of the setting and ask for help if they need it. Children are encouraged to be polite and the childminder models good manners for the children to copy.
- Children can access different resources to play with. However, children do not choose to access these or use them to play. For example, the childminder does not ask or encourage the children to join in. Children state they, 'only play computer games' or 'watch television'. The children are not consistently offered a variety of experiences. This shows the childminder has a poor attitude towards her responsibilities to provide a high-quality enriching environment for all children.
- The childminder is beginning to show awareness of the importance of risk assessments. For example, she keeps children safe by the road when travelling to school. However, she does not always implement procedures consistently or see other potential risks so that she can minimise the risk of harm. For example, children are not supervised when watching gaming videos online. This means they are potentially able to view media which is not suitable for all ages.
- The childminder is not aware of potential issues that may be significant to the

welfare of the children. For example, she does not talk to children about what they do at home or about online safety. The childminder demonstrates a negative attitude towards safeguarding and wider safeguarding issues. She shows awareness of other agencies that can offer support, but does not correctly identify and understand what information should be shared.

- Children talk to each other about their day at school. The childminder asks them questions about what they have done and talks about upcoming events, such as Father's Day. This helps children communicate and take turns when speaking. The childminder also tells parents what children have done at school and talks to parents about clubs children have attended. This supports developing relationships with parents.
- The childminder plans to develop her knowledge of the outdoors to enable children to spend more time outside. She attends training courses and works alongside other childminders to enable her to develop her skills. For example, she attends safeguarding and the 'Prevent' duty training and discusses her practice with other childminders. However, she is not able to retain this knowledge and apply what she has learned from her training into her practice. This results in a poor understanding of safeguarding procedures.
- Children are beginning to become independent. For example, they are supported in changing themselves after being out in the rain when their clothes are wet. They work together to serve themselves snack. The children ask the childminder suitable questions confidently, for example to check their hot chocolate is not too hot before they drink.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder has some knowledge of physical signs of abuse. However, she does not prioritise her knowledge and understanding of safeguarding children to ensure she fully understands how to keep children safe. She does not work effectively with families and other agencies, but does know to contact the local safeguarding partnership to ask for advice. Knowledge of wider safeguarding issues, including the 'Prevent' duty and online safety, is weak. The childminder does have written policies, but does not show she understands, or is able to implement these effectively. This means children's safety and welfare are compromised.

## 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:**

	<b>Due date</b>
--	-----------------

ensure safeguarding knowledge and understanding is up to date and implemented effectively	31/07/2021
improve knowledge and understanding of wider safeguarding issues including the 'Prevent' duty	31/07/2021
ensure procedures are in place to keep children safe when accessing digital media and using technology online.	31/07/2021

## Setting details

<b>Unique reference number</b>	EY554819
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10174483
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	5 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and is situated in Rothwell, Northamptonshire. She usually operates from Monday to Friday all year round, except for bank holidays and family holidays. Sessions are from 7.00am until 6.00pm. At the time of inspection the childminder was only operating routine before and after school care, but intends to resume full day care in the future. The childminder holds a level 5 childcare qualification.

## Information about this inspection

### Inspector

Donna Edwards

## Inspection activities

- This was the first routine inspection the setting received since the Covid-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in the evaluation of the setting.
- The childminder and inspector completed a learning walk together to determine what the childminder wants children to learn.
- The inspector viewed all areas used by the children.
- The inspector observed a range of activities and routines focussing on children's personal development, behaviour and attitudes and leadership and management of the setting.
- The inspector took account of parents' and children's views during the inspection by speaking to them.
- The inspector sampled a range of documentation, including training certificates, records of attendance, first-aid certificates, safeguarding policies and procedures and evidence of suitability of the childminder.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021