

# Childminder report

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Inspection date:

28 June 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

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. This is because some assistants who work with children do not fully understand the whistle-blowing procedure or the mobile phone policy. Babies and younger children are not always supervised appropriately, which leads to them being exposed to risks during their play. The childminder does not understand the importance of maintaining appropriate adult-to-child ratios. This has an impact on the needs of children being met.

Overall, children are happy and enjoy coming to the childminder's home. Children display high levels of confidence. The childminder and parents comment on how well children have settled back into the routines after being absent due to the COVID-19 (coronavirus) pandemic. This is observed as children arrive confidently, are polite, and greet visitors with delight and enthusiasm. Children behave well and listen to the childminder, her co-childminder and the assistants when asked to do something. For example, when asked to stop running in the home, they listen and follow this instruction.

Children make choices in their play from the accessible and plentiful range of toys and equipment. However, expectations for children's learning are not consistently high enough. Children's interests and individual needs are not taken into consideration when planning the curriculum. Assessment and monitoring of children's progress are not accurate, which means staff are unable to plan well for children's next steps. This does not help children to make good progress. Despite this, children actively engage in their play and, on occasion, those working with children support them well and help them to learn. For example, when children are playing with the fire engine, the childminder explains how the ladder goes up and down and that this is used to 'rescue people'. This helps children learn about the wider world and people who help us.

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

- The childminder, her co-childminder and assistants do not use what they know about children well enough to help every child make the progress they are capable of.
- The childminder, her co-childminder and assistants do not consider the individual needs of children when planning the curriculum and what children need to learn next. At times, this leads to a disjointed play environment where staff are unsure of what to do next or how best to support the children.
- The supervision of children is not always effective. Furthermore, risk assessments do not identify all hazards in the environment. As a result, children are exposed to risks in their play. For example, a child was observed to pull on a large piece of play equipment. The inspector had to alert the childminder to this

hazard.

- The childminder has large numbers of early years children on roll each day. She takes some of these children to pre-school and then admits further early years children to take their place. The childminder has not considered the potential effect of all of these children being present at any one time. This has an impact on her ability to offer appropriate care and attention to all children she is responsible for.
- The childminder does not offer effective supervision to adults working with children. She does not identify weaknesses in their practice or offer support or coaching to help them improve this. As a result, adults working with children do not always understand the individual needs of children or how to meet these needs.
- Some adults working with children do not understand how to safeguard children effectively. They do not know to report concerns they may have about staff to the childminder or the designated officer. Furthermore, the childminder's policy and procedure for the use of mobile telephones in the setting are not understood or embedded. These weaknesses potentially put children at risk of harm.
- Children show good hygiene skills. They know how to wash their hands when they have been outside, before and after meals, and when they have used the toilet. They say that this 'gets rid of germs'. Children demonstrate how they understand the importance of practising good hygiene skills as they 'catch their cough' in their arm and use tissue to clean their nose.
- Children enjoy sensory play as they explore the 'jungle grass' made from dyed green spaghetti. They move the animals through this, talking about how the 'grass' feels, saying it is 'cold and slimy'. Children have fun as they explore the wet sand outdoors. They handle and use tools well to scoop and fill buckets and moulds.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder, her co-childminder and her assistants attend regular safeguarding training. They understand the signs that would indicate a child is being abused, such as those related to physical, emotional or sexual abuse and neglect. However, the childminder has failed to ensure that some of her assistants understand the whistle-blowing procedure and the policy on the use of mobile phones. This compromises children's safety. Furthermore, risk assessments are not used effectively to ensure that all hazards are minimised to keep children safe from harm.

## 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
ensure all those working with children are trained to understand the setting's safeguarding policies and procedures, with particular regard to the use of mobile phones and the whistle-blowing policy	26/07/2021
use effective training, support and coaching for all those working with children to help them understand how to identify gaps in children's learning in order to ensure appropriate next steps are identified, planned for and implemented	26/07/2021
improve your understanding of your responsibilities and knowledge to maintain staff-to-child ratios, particularly with regard to exceptions and continuity of care	26/07/2021
ensure risk assessments are robust and identify and minimise potential hazards, with particular regard to the younger children	26/07/2021
ensure that children are supervised appropriately to support their individual needs and to keep them safe	26/07/2021
plan a suitably challenging curriculum which meets the individual needs and interests of all children and supports their progress.	02/08/2021

## Setting details

<b>Unique reference number</b>	EY376196
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10198277
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	59
<b>Date of previous inspection</b>	13 November 2017

## Information about this early years setting

The childminder registered in 2008 and lives in Burbage, Leicestershire. The childminder works with another childminder and an assistant. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspectors

Alexandra Brouder  
Hayley Butters

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the childminder and have taken that into account in their evaluation of the setting.
- A joint observation of an activity was completed. The childminder and the inspectors discussed the quality of education.
- The childminder and the inspectors had discussions to help the inspectors understand how the early years provision and the curriculum are organised.
- The inspectors observed the quality of the interactions between the childminder, her co-childminder, assistants and children, and assessed the impact this has on children's learning.
- The inspectors spoke to parents and took account of their 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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