

# Childminder report

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Inspection date:

3 August 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

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

### The provision is inadequate

The childminder fails to provide children with a nurturing environment to meet their individual needs. Children do not learn that some aspects of their behaviour are unacceptable. They regularly hit, snatch resources and scream in other children's faces. Some children demonstrate that they do not feel safe at the childminder's home as they back away when other children approach them. The childminder hears and sees this but fails to consistently and appropriately deal with children's negative behaviour. This lack of behaviour management significantly hinders children's well-being and safety.

The childminder's weak curriculum does not ensure children have suitable levels of challenge to make the progress they should. Children do not engage in purposeful learning and they are not able to build on what they already know and can do. For example, children are not challenged or prepared for school.

Children do not develop their understanding of healthy lifestyles well enough. For instance, they drop food on the floor and then eat it. The childminder does not guide children in understanding that this is not appropriate. Children are offered some opportunities to become independent. They happily put their belongings away on arrival and they can choose what they want to play with in the garden.

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

- Children do not make the progress they are capable of or attain the skills they need in preparation for future learning. The lack of behaviour management they receive from the childminder has a significantly negative impact on their outcomes. The childminder fails to recognise how to extend and challenge children's development and any learning that takes place is incidental.
- The childminder fails to implement her curriculum. She does not act responsibly to ensure children make the progress they are capable of. Although the childminder has awareness of the seven areas of learning, she is unable to provide good quality teaching. As a result, children do not engage in purposeful learning experiences. The childminder does not consider what children need to learn when planning activities. For example, she identified that two-year-old children needed to develop confidence in communicating with others. However, when planning an activity she focused on teaching them colours instead.
- The childminder fails to ensure that all children are kept safe from harm from the poor behaviour of others. For example, some children's behaviour upsets and intimidates others, resulting in children shying away from them. Poor behaviour often goes unnoticed by the childminder and on too many occasions the childminder fails to take action to support children's emotional needs. For example, the childminder takes no notice of a child crying after they have been

smacked in the face and had their hair violently pulled.

- The childminder is ineffective in managing her time. She spends too much time negotiating with individual children who shout, hit and snatch things off other children. This does not enable her to engage with children or provide effective interactions with them. She fails to offer a calm atmosphere or an orderly environment to children. In addition, she does not give children clear messages to help them understand what appropriate behaviour is.
- The childminder has undertaken some training to help her develop her knowledge and skills of being a childcare professional. For instance, she has undertaken training to understand autism and she is currently learning sign language. However, despite this, the childminder has failed to develop all the knowledge and skills she needs to provide good quality care and experiences to children.
- The childminder does not consistently promote children's good health. Although she provides a clean environment for children, she does not fully support children's understanding of healthy lifestyles. For example, when children eat food they have dropped on the floor, the childminder fails to recognise this and does not raise children's awareness of healthy practices.
- Children have opportunities to learn about the world around them as they go out in the community, attend toddler sessions, and enjoy trips to the zoo. Children play in the childminder's garden where they can explore on scooters, play with balls, and enjoy the trampoline and slide. This helps to support children's physical development.
- Parent feedback from questionnaires includes positive remarks about the childcare provided. They receive regular information from the childminder, including photographs of their children taking part in activities. They also receive observations and termly reports.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not maintain children's safety effectively and she does not offer reliable reassurance to help them consistently feel safe. This is because some children's poor behaviour is intimidating to others. Despite this, the childminder knows and understands her responsibilities to child protection securely. She understands the referral process and the need to work with external agencies and professionals in the event of a concern. The childminder understands the procedures to maintain when a child has an accident or injury and is aware of the need to share records with parents. The premises are secure, clean and maintained well.

## 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
implement, without delay, appropriate and consistent behaviour management strategies for all children, to ensure children's behaviour is managed appropriately and to develop their understanding of the consequences of their actions on others	28/08/2021
gain a good knowledge and understanding of appropriate behaviour management strategies to help support children's behaviour effectively	28/08/2021
provide children with planned, purposeful and challenging play activities, based on their individual interests, to ensure that they receive appropriate levels of challenge across all areas of learning	28/08/2021
provide consistently good interactions with children to ensure each child makes the best possible progress.	28/08/2021

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

- develop children's awareness of following hygiene measures to protect their good health.

## Setting details

<b>Unique reference number</b>	2594720
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10197887
<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>	2 to 2
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Carterton, Oxfordshire. She operates all year round 7am to 6pm, Monday to Friday, including school holidays, except bank holidays and her own family holidays.

## Information about this inspection

### Inspector

Tracy Bartholomew

### 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 her evaluation of the setting.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- An activity was jointly observed with the childminder and the inspector, and a discussion was held about its quality. The inspector looked at a sample of the childminder's documentation, including policies and procedures, and training certificates.
- The inspector gained some parents' views by available letters and feedback questionnaires.
- The inspector viewed the play spaces and observed interactions between the childminder and children. Children and the inspector spoke at appropriate times during the inspection.

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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