

Childminder report

Inspection date: 11 August 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not provide a curriculum that builds on what children already know and what they need to learn next. Children are not challenged or stimulated and do not receive the necessary support and interaction from the childminder to extend their learning. Consequently, children spend much of their time wandering around and do not engage in play or activities that develop their skills and understanding. Despite this weakness being identified at the childminder's previous inspection, she has not taken sufficient action to address the matter.

The childminder has a poor understanding of how to manage children's behaviour appropriately. Children are placed in a play pen without any interaction or stimulation for short times, to prevent any conflict with the other children. The children who are confined to the play pen become distressed, which has a negative impact on their emotional well-being.

Children are not sufficiently safeguarded. The childminder does not know how to recognise and report concerns, including concerns about wider safeguarding matters. She does not have a secure understanding of the procedures to follow in the event of an allegation.

Children benefit from the childminder's focus on promoting their physical health and hygiene. For example, they learn to wash their hands frequently due to COVID-19 (coronavirus) and enjoy nutritious snacks and plenty of time outside in the fresh air.

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

- Although the childminder talks to children calmly and kindly, she does not support children's communication and language effectively. For example, while she narrates what children are doing, she does not engage them in discussion. She frequently asks children questions that only require a one word response. Consequently, children have limited opportunities to practise and develop their thinking and speaking skills. Younger children are placed in highchairs, away from the table where the childminder and the other children are sitting, so toddlers receive little encouragement to communicate at mealtimes.
- The childminder has not updated her safeguarding knowledge. She is not able to identify concerns and does not understand when and how to report concerns appropriately. This means she is unable to keep children safe and protect them from harm.
- The childminder recognises what the children know and can do and discusses this with parents. However, she does not use her assessments of children to plan what she wants them to learn next and how to help them make progress.

When children choose activities, the childminder supervises them to make sure they are safe. She comments on what they are doing but she does not recognise how to support and extend children's learning. Some children play contentedly. However, others quickly lose interest due to the lack of challenge and stimulation and move on to something else. Children are not gaining the key skills needed for later learning, including school.

- Children do not receive sufficient guidance to help them understand the childminder's expectations for their behaviour. This does not support children's emotional well-being or help them to understand the rules and develop important skills, such as sharing and managing their feelings.
- Children settle in quickly and feel confident in the childminder's home. They offer her spontaneous hugs and giggle when she tickles them. Children show pride when they complete tasks independently. For example, they excitedly call out, 'I finished!', and the childminder praises them, building their self-esteem. The childminder knows the children well and recognises when they are hungry, tired or need their nappy changing, promptly meeting these individual care needs.
- The childminder does not consider the learning needs of the younger children when planning and organising the play areas. There are few toys, resources and opportunities available to engage and support the younger children and motivate them to explore and investigate. Consequently, these children do not have enough opportunities to play or practise their skills. They become bored and lack focus, wander around and throw the toys repeatedly, which creates an unsafe space for others.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a sufficient understanding of safeguarding to keep children safe. She is unclear about how to recognise concerns that children might be at risk of abuse or wider safeguarding matters. As a result, she does not know when to refer concerns to the relevant authorities. Children's safety and welfare are at risk because the childminder does not know what to do should there be an allegation about an adult. The childminder assesses her home and routine tasks appropriately to minimise hazards to children. For example, she cuts all fruit into manageable pieces for children at mealtimes to reduce the risk of choking.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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improve knowledge of appropriate behaviour management strategies to teach children to understand the rules and expectations and support their emotional well-being	03/09/2021
improve knowledge and understanding of how to recognise and report concerns about children's welfare, including abuse, neglect and wider safeguarding matters	03/09/2021
improve knowledge of how to manage allegations against adults in line with the local safeguarding partnership procedures, including how to report these to the appropriate authorities.	03/09/2021

To meet the requirements of the early years foundation stage, the provider must:

	Due date
identify appropriate next steps in learning for children and plan challenging and stimulating activities to support children to build on these	10/09/2021
improve interactions with children to encourage them to think and develop their speaking skills	10/09/2021
improve the planning of the environment to take into consideration each child's age and stage of development, to provide them with appropriate learning experiences.	10/09/2021

Setting details

Unique reference number	EY331390
Local authority	Plymouth
Inspection number	10085569
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	5 November 2018

Information about this early years setting

The childminder registered in 2006 and lives in Plymouth, Devon. She offers care on weekdays, all year round.

Information about this inspection

Inspector
Sarah Madge

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 childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector had discussions about the children's learning.
- The inspector spoke with children and read written feedback from parents to take their views into consideration.
- Discussions were held with the childminder to consider the childminder's knowledge, understanding and procedures.
- The inspector viewed a small selection of documentation, including the childminder's paediatric first-aid certificate.

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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