

Childminder report

Inspection date: 23 July 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	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare is compromised. The childminder does not understand her responsibility to safeguard children. She is unaware of the signs that children are being exposed to extremist views or radicalised behaviour, and is unsure how to report concerns. Children's safety is further put at risk because the childminder does not understand the procedures to follow if there was an allegation about her conduct.

Children do not understand how to develop relationships with each other or how to share and take turns when playing with toys. They become frustrated with one another when stacking building blocks. The childminder does not give children explanations or support to help them learn how to behave and play cooperatively with each other.

Children do not make enough progress in their learning and development because the childminder does not have high enough expectations of them. The childminder supervises children rather than playing with them in a meaningful way. Children are not provided with age-appropriate activities that take into account their capabilities and interests, and that build on their previous learning. Children appear bored and find ways to entertain themselves, for example they empty the drawers to find new toys.

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

- The childminder does not support children to learn how to be independent. For example, during mealtimes she feeds toddler aged children and wipes their hands. Children have yet to develop the age-appropriate skills to be able to complete simple tasks by themselves.
- The childminder's knowledge and understanding of how to protect children from harm is weak. She cannot confidently identify the signs and symptoms of abuse. Furthermore, she is not aware of the procedures to follow if she was alerted to concerns about children's safety or welfare. This has the potential to put children at great risk.
- The quality of education provided is weak. The childminder does not have a clear curriculum intention to ensure children make progress in their learning and development. She does not know what children already know and can do, or what they need to learn next. She fails to plan for the next stage of their development. Therefore, children do not achieve the expected levels of development
- The childminder does not understand how children learn. She fails to adapt activities to suit the individual needs of children in her care. For example, when babies show an interest in filling and emptying containers, the childminder does

not support this.

- The childminder does not plan outdoor experiences for the children in her care. They have limited opportunities to play outside to get fresh air, run around in wide open spaces and develop their physical skills.
- The childminder does not support children well enough to develop their communication and language skills. She provides limited explanation to children when they find something difficult and does not allow them enough time to respond when she asks questions. The childminder speaks for the children rather than encouraging children to express themselves.
- Although the childminder completes the progress check for children aged between two and three years, she fails to use the information effectively. Furthermore, parents do not contribute to the check and are not provided with a copy to share with the child's health visitor. Therefore, any concerns or developmental delays are not shared with the relevant agencies.
- The childminder builds relationships with the children in her setting. Children are comfortable and happy in her care. When they are upset the childminder offers cuddles to help to settle them and support their well-being. She regularly speaks to children in their home language to help them feel valued and to support parents' wishes.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder's knowledge relating to the signs and symptoms of abuse and neglect is poor. The safety and welfare of children is not a priority. She fails to update her knowledge to ensure she has a secure understanding of how to protect children from harm. The childminder is not clear of the procedures to follow if an allegation was made against herself or her assistant. Furthermore, she does not understand her responsibility be able to identify when children may be at risk from extremist views and behaviour, which puts children at further risk. The childminder completes risk assessments of resources and the environment children access to minimise any hazards.

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
provide opportunities and help children understand how to be independent so they can learn to manage their own basic hygiene and personal needs	15/08/2021

undertake appropriate training to improve knowledge and understanding of the procedures to follow to safeguard children, including the procedure to follow in the event of an allegation made against people who work or live on the premises	15/08/2021
improve knowledge and understanding of the signs and symptoms of abuse, including the 'Prevent' duty guidance for England and Wales 2015'	30/07/2021
provide planned, purposeful, and challenging activities that match the age and stage of development of children to support them to build on what they already know and can do	30/07/2021
provide appropriate outdoor experiences that benefit children's health and physical development	15/08/2021
ensure that children's speech and language development is effectively supported and promoted, this is with particular regard to allowing children plenty of opportunities to engage in conversation and to respond to questions	15/08/2021
share the completed progress check for children aged between two and three years with parents and other professionals as required	15/08/2021
improve observation and assessment to provide children with a high-quality curriculum that covers all areas of learning.	15/08/2021

Setting details

Unique reference number	2498089
Local authority	Leicester
Inspection number	10191411
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Leicestershire. She operates all year round from 6.30am to 4pm, Monday to Friday, except for the bank holidays and family holidays. The childminder has an appropriate qualification at level 3 and employs an assistant.

Information about this inspection

Inspector

Chantell Walker

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder discussed with the inspector how the early years curriculum is planned and implemented.
- The inspector carried out a joint observation and discussed the learning that took place with the childminder.
- Children spoke to the inspector about the experiences they have while in the care of the childminder.
- The inspector tracked the experiences of two children during the inspection.
- The inspector reviewed documentation, such as policies and procedures, public liability insurance and evidence of the suitability of persons living in the household.

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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