

# Childminder report

---

Inspection date: 5 January 2022

---

## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Met

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

### **The provision is inadequate**

Children's well-being and safety are not assured at all times. The childminder has left children alone and unsupervised with an adult who has not had their suitability verified. As a result, children are not safe or secure as they are not adequately protected from harm.

Children enjoy their time at the childminder's setting, despite the limited resources and activities on offer. They practise their physical skills. Children follow each other up the soft-play apparatus and enthusiastically run or slide down the ramp. Children are being taught about the expectations for their behaviour and gain some understanding of how to try and keep themselves safe. They take it in turns to slide down the soft-play ramp and are reminded to walk, not run, so they do not hurt themselves.

Some children are making progress in their communication and language skills. The childminder introduces new language to them. When investigating woodland items, the children explore the textures. They feel and smell fir tree branches and eucalyptus leaves. When insects are found, the childminder recognises the children's interest and invites them to start looking for more. She asks questions that encourage children to think and use their developing language skills. Young children recognise a spider and excitedly tell the inspector 'spider, spider'.

When provided with an activity, the children sustain a reasonable level of interest. They persevere in trying to prise open a pinecone to see what is inside. That said, the learning environment and opportunities on offer for children are limited. Consequently, when they lose their interest in an activity, there is little else to ignite their curiosity. They go back to chasing each other around the soft-play apparatus.

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

- The childminder has failed to notify Ofsted that she is working with an assistant. This is an offence. In addition, the childminder attempted to mislead the inspector by not being open and honest. This calls into question her integrity.
- Children have been placed at risk of harm. The childminder has left children alone and unsupervised with an unvetted adult. The childminder has failed to follow her own procedure by getting regular visitors and/or assistants police checked by the Disclosure and Barring Service. Appropriate forms have not been submitted to Ofsted to allow suitability checks to be completed. In addition, the childminder does not have an effective system in place to demonstrate that she has gained permission from parents and/or carers to leave children with an assistant.

- The childminder has failed to promote the good health of children. She has allowed children to attend when she has been ill with an upset stomach, which could have been infectious. That said, the childminder follows good hygiene practices when changing children's nappies. Children regularly use antibacterial hand gel before they eat food. Children have their own individual hand towels to dry their hands on after using the toilet.
- Effective systems are not in place to support children with special educational needs and/or disabilities (SEND). The childminder is aware of their additional needs. However, she does not work closely with other professionals who are involved in the children's care in order to support children to make even better progress.
- Parents report that they are happy with the care their children receive. They say their children enjoy coming to the childminder's house. The childminder provides information to parents about their children's day, what they have done, and how they have been. However, she has not yet thought about how she can provide parents with enough information about their child's learning and development to support them to extend their children's learning at home.
- The childminder is kind and caring towards the children. When doing an activity with them, she gets down to eye level and skilfully interacts with the children. She gently tries to encourage those children who do not want to participate to join in. She is attentive to children's individual needs. When a child falls over, she gently picks them up and offers them cuddles and reassurance.
- The childminder knows the children well. She knows what they can and can not do and what she would like them to learn next. However, she does not always plan precisely enough how she intends to progress children to their next stage of learning. She does not provide a rich range of resources that are accessible to children for them to use. For example, there is a toy kitchen but no accessories. The childminder says that they may use plates and cups from their kitchen, but this is inaccessible to children.
- Children are starting to gain some early mathematical skills. When looking at different leaves and tree branches, the childminder teaches them the colours. Younger children recognise the colour brown. Children are also developing their small-muscle skills. They can use a pincer grip to pick up a small stem from a leaf.
- All children, including those with SEND, enjoy dancing along with nursery rhymes that are on the television. However, the childminder does not yet fully promote a love of reading books with the children in order to gain early literacy skills. She has a basket of books, but these are out of children's reach. Children, therefore, cannot independently access books to look at, or ask the childminder to read.
- Children generally behave well. They respond to the childminder's requests to sit down for activities and to eat lunch. Children are beginning to understand right and wrong behaviour. When they snatch items from each other, the childminder reminds them to be kind to their friends and share.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder fails to keep children safe from harm. She leaves them alone and unsupervised with an unvetted adult, which places them at serious risk of harm. Despite the fact that the childminder fails to keep children safe with this practice, she is able to effectively demonstrate some knowledge and understanding of safeguarding. The childminder knows the signs and symptoms that could indicate a child is suffering from harm or abuse. She knows the procedures to follow if she has concerns about children in her care or if anyone makes an allegation about her or a member of her household. The childminder holds an up-to-date paediatric first-aid certificate. She completes written risk assessments of her premises to ensure children's safety.

### 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
devise and implement an effective procedure to ensure any person who may have regular contact with children is suitable; this includes submitting appropriate forms to Ofsted to allow suitability checks to be completed	04/02/2022
ensure that children are not left alone and unsupervised with any person whose suitability has not been checked	04/02/2022
implement an effective system to demonstrate how you have obtained parents' and/or carers' permission to leave children with an assistant	04/02/2022
promote the good health of children by following your own procedure to prevent the spread of infection.	04/02/2022

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

	<b>Due date</b>
put suitable arrangements in place to support children with special educational needs and/or disabilities by working with professionals involved in their care	28/02/2022
improve information provided to parents about their children's development and support them to extend their children's learning at home	28/02/2022
provide more opportunities to support children to develop a love of books and reading	28/02/2022
plan more precisely for children's next steps in line with their interests, so they make better progress	28/02/2022
review the environment and resources on offer to provide a more enriched learning experience for children.	28/02/2022

## Setting details

<b>Unique reference number</b>	EY347348
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10217368
<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>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	29 January 2018

## Information about this early years setting

The childminder registered in 2007 and lives in Stratford-Upon-Avon, Warwickshire. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Johanna Holt

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- We carried out this inspection as a result of a risk assessment, following information we received about the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children during an activity to assess the quality of teaching.
- The inspector spoke to a parent and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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 2022