

Childminder report

Inspection date: 6 January 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children still do not receive the level of education to which they are entitled. The childminder has failed to address the actions raised at the last inspection, which means the quality of education has not improved. The childminder continues to demonstrate a poor understanding of how to support children in their learning and still does not know what she wants the children to learn.

Children still do not receive sufficient support to help them develop their communication skills. The quality of the childminder's interactions continues to be weak, and she does not talk to children enough. For example, there are significant periods of time when the childminder does not talk to babies and when she does, it is not meaningful or stimulating. Babies do not benefit from effective back-and-forth interactions that help lay firm foundations for their language and cognitive development.

Children are quiet and compliant. They appear to be settled in the childminder's care and benefit from regular care routines. Babies enjoy some opportunities to explore appropriate resources. However, children are not challenged enough. The childminder does not effectively support their learning to help them persevere and keep trying.

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

- The childminder does not have the capacity to improve the quality of the early years provision. Despite support and advice from local authority advisers, she has failed to rectify the weaknesses in her practice and provision. This means the childminder does not provide a good early years experience for the children in her care.
- The childminder does not provide a suitable facility in which to prepare children's meals. She does not understand that feeding her cat and leaving soiled nappies on the work surface in the kitchen, close to where she prepares food, is unhygienic. This compromises children's good health.
- The childminder has still not done enough to develop her understanding of teaching and learning. As a result, she does not have the knowledge to design an appropriate curriculum to ensure children benefit from meaningful learning.
- The childminder still does not find out enough about children's individual learning needs. She does not build on what they already know or plan for what they need to learn next. The lack of clear intent for children's learning, poor planning and weak knowledge means the childminder cannot implement a suitable curriculum. As a result, children do not make the progress they are capable of.
- Parents report that they are happy with the care their child receives. The

childminder gathers some information from parents about their children's care needs. She works in partnership with them on matters, such as weaning babies on to solid food. However, the childminder still does not help parents to understand the importance of supporting their children's learning at home.

- The childminder continues to be unable to demonstrate in practice what she does know about children and how she considers the skills they need to learn next when planning activities. The activities observed during the inspection did not build on children's previous learning or promote the desired skills.
- Support for children's learning is still not good enough. The childminder sometimes watches children as they play. On occasions, she is distracted by looking at her phone and reading messages. This means she does not notice what children are doing and does not join in effectively.
- The childminder sometimes talks to the children. However, these interactions are fleeting, and she does not ensure babies benefit from good quality interaction, which is crucial in supporting their emerging communication skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to safeguard children. She knows the procedures to follow should she have a concern about a child in her care. The childminder keeps her knowledge up to date through training and online reading. She is aware of the action to take in the event of a concern about a child or if an allegation is made against herself or a family member. The childminder completes daily checks to ensure her premises is safe. She shares information with parents about transporting children safely in a car and the importance of using car seats.

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
ensure that appropriate professional development opportunities are undertaken to improve knowledge and understanding of how to provide a well-designed curriculum for children	21/01/2022

obtain and demonstrate appropriate skills and knowledge, particularly with regard to teaching and how to deliver good quality learning experiences for children	21/01/2022
ensure that parents are informed about their child's progress and help them to understand the importance of supporting their child's learning at home	21/01/2022
provide suitable facilities for the hygienic preparation of food for children.	21/01/2022

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

	Due date
provide a range of interesting and stimulating activities that meets individual children's learning needs, focusing on what they need to learn next to secure their good progress	21/01/2022
ensure that children have rich opportunities to develop their communication and language skills so that the development of their spoken language firmly underpins all seven areas of learning	21/01/2022
ensure that an accurate understanding of each child's level of achievement, interests and learning styles is obtained, and use the information to plan learning experiences that are tailored to meet each child's needs.	21/01/2022

Setting details

Unique reference number	EY540248
Local authority	Peterborough
Inspection number	10203299
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 6
Total number of places	12
Number of children on roll	8
Date of previous inspection	12 July 2021

Information about this early years setting

The childminder registered in 2016 and lives in Peterborough. She operates her service all year round, except for during family holidays. The childminder holds an appropriate qualification at level 4. She works with an assistant.

Information about this inspection

Inspector

Emma Bright

Inspection activities

- The childminder and inspector discussed any continued impact of the pandemic. The inspector has taken that into account in their evaluation of the childminder.
- The inspector observed activities indoors and assessed the impact it has on children's learning.
- Parents shared their views of the setting with the inspector through written feedback.
- The inspector talked to children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as public liability insurance and the daily attendance register.

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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