

Childminder report

Inspection date:

22 March 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

Good

What is it like to attend this early years setting?

The provision is inadequate

Children do not benefit from secure arrangements to keep them safe. For example, unchecked household members, who are not qualified to administer emergency first aid, take them to and from school. This compromises their safety.

Children do not have consistently positive learning experiences and they are not appropriately challenged in their learning. For instance, older children develop their language as they engage in conversations with the childminder about the dinosaurs they play with. They repeat simple words and use them in their play. However, younger children do not consistently benefit from the childminder's attention. She does not actively seek to include them in group activities and routines. As a result, they wander around without focus and do not develop positive attitudes to learning. Overall, children are not equally well prepared for the next stages in their learning.

Nevertheless, on the whole, children appear happy in the childminder's home. Older children learn songs and hold hands with their friends, swaying to music. They say, 'I like coming to Theresa's house because, on the school holidays she takes us on fun trips. She is kind and caring and gives me cuddles when I am sad.'

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

- The childminder does not understand the need to inform Ofsted of the changes to the adults who care for children. For example, she has allowed a household member to operate as her assistant. They take children to and from school regularly on their own, without being registered to do so. This means that Ofsted has not received the required information to check their suitability, and this puts children at risk of harm.
- The childminder has not ensured that anyone acting as her assistant, in sole charge of children, has a full current paediatric first-aid qualification. This compromises children's safety.
- The childminder does not ensure that all children benefit from an equally enjoyable and challenging learning experience. For example, she focuses her activities and interactions on older children to help develop their independence skills. This helps them prepare for their eventual move on to school. However, the childminder does not support younger children's learning effectively. She does not plan activities that are appropriate to their age and stage of development, and does not interact with them consistently well.
- The childminder supports children's challenging behaviour more successfully. She works in partnership with parents to identify triggers to situations that children find tricky. She develops strategies to use with them to help them manage their feelings and behaviour. Children are now able to accept when

others want to play alongside them. They are beginning to share toys and equipment well. Parents report that with the childminder's support, they are noticing improvements in their children's behaviour at home.

- The childminder helps children to develop an understanding of how they are unique. For instance, she talks to parents before children start, to find out about their culture and religion. This enables her to plan opportunities for children to learn about festivals relevant to them, such as Diwali. The childminder reports that by seeking information from parents, and doing her own research, she can confidently answer children's questions about diversity in everyday conversations. This helps them to develop a secure understanding of similarities and differences between themselves and others.
- The childminder develops positive partnerships with other settings that children attend. She shares children's areas of focus with teachers at the local nursery. This is helping everyone involved in children's learning to support them well. For example, children develop their small hand muscles and are now able to hold the pencil correctly in preparation for their early writing.
- The childminder helps children to develop an awareness of the importance of healthy eating. For instance, she works with parents to introduce new foods into children's diet each week. Children respond well and tell visitors about the peppers and melon that they have recently eaten.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder's lack of understanding of safeguarding requirements mean that her procedures for transporting children to and from schools do not keep them safe. However, through discussion, the childminder demonstrates a secure understanding of signs and symptoms of abuse. She is able to describe radical and extreme views and behaviours, such as female genital mutilation and breast ironing, with confidence. The childminder is familiar with local safeguarding partnership procedures. She knows how to refer concerns about children's welfare and manage allegations.

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
develop an understanding of when to make notifications to Ofsted, with particular relation to changes to persons caring for children	19/04/2022

provide Ofsted with information about individuals who operate as assistants to enable the necessary suitability checks to be completed	19/04/2022
ensure that any person who has sole charge for children completes and maintains a current paediatric first-aid qualification	19/04/2022
plan and implement a challenging and enjoyable learning experience for each child.	20/06/2022

Setting details

Unique reference number	141697
Local authority	Milton Keynes
Inspection number	10225292
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	9
Date of previous inspection	26 September 2016

Information about this early years setting

The childminder registered in 1996. She lives in Two Mile Ash, Milton Keynes. The childminder offers care, Monday to Friday from 6am until 7pm, for most of the year. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lisa Dailey

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 provider and has taken that into account in their evaluation of the provider.
- The inspector talked to the childminder about how she organises the curriculum.
- The inspector observed the childminder's quality of teaching, and both jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector spoke to children and parents during the inspection. She also took account of their written views.
- The inspector looked at relevant documentation and evidence of suitability of persons living in the household.
- The childminder and inspector discussed how the childminder manages procedures for dropping-off children and collecting them from school and nursery. The inspector accompanied the childminder on the lunchtime collection from nursery.

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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