

Childminder report

Inspection date:

30 March 2022

**The quality and
standards of early
years provision**

**This
inspection**

Not met (enforcement)

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Children's safety is compromised. For example, unchecked household members, who are not qualified to administer emergency first aid, take children to school. Children are not supervised well enough on outings. They use unchecked play equipment in an unsafe manner. At times, such as when cycling or when riding scooters, the childminder does not ensure that children are closely supervised. This compromises their safety.

However, children do develop secure bonds with the childminder. They benefit from her calm and caring manner and they enjoy the time that they spend with her. Children are happy to see the childminder when they finish school. They are eager to tell her about their day. Children talk positively about the range of activities that the childminder plans for them to meet their interests. They say, 'I like lego' and 'I like to make play dough'. They have opportunities to rest and relax and they enjoy sociable snack times.

Children respond effectively to strategies the childminder uses to help them manage their feelings and emotions. For example, they enjoy receiving praise and 'high fives'. They are quickly supported to begin to resolve situations that they find challenging. This helps children to behave well.

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 changes to adults who care for children. For example, she allows a household member to operate as her assistant. They take children to school, occasionally, in their vehicle, without being registered to do so. The childminder fails to provide required information to Ofsted in order 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 their safety.
- The childminder's risk assessments for outings to and from school are not robust and she does not manage these times well. For example, she does not fully consider the risks associated with children cycling to and from school on bicycles or scooters without helmets. She does not have clear procedures for dealing with accidents, when children are cycling. This means that, on occasion, children cycle on their own and out of sight. The childminder does not identify and minimise risks associated with outings to the local park, such as rules for the safe use of equipment.
- The childminder administers first aid when necessary and she informs parents

on the same day. However, she does not keep the required written records of accidents, injuries and first-aid treatment. This is a breach of requirements.

- The childminder has regard for children's learning and development. She promotes opportunities for children to develop an interest in reading. For instance, children go on weekly trips to the local library. They listen attentively as the childminder reads books to them. They borrow books to take home and share with their family members. This helps to develop children's literacy skills.
- The childminder helps children to develop an understanding of similarities and differences between themselves and others. For example, she openly answers questions that children ask about different cultures and religions. Children learn greetings in other languages, such as in Polish. They learn about how others celebrate festivals, such as Christmas. This helps to develop children's understanding of how they are unique.
- The childminder develops positive partnerships with parents and professionals at other settings that children attend. For example, with parental permission, she speaks to children's teachers about their day. She finds out how children are being supported in school and shares her own observations. This helps her to develop strategies to manage their behaviour in her home. Children, in particular, respond well to her consistent and positive approach.
- The childminder actively seeks children's views on their activities. This helps her to ensure that they enjoy the time that they spend with her. Children are keen to vote on the proposed activities for their day. They feel included and valued and this boosts their self-esteem.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder's weak understanding of safeguarding requirements do not help her to keep children safe. However, through discussion, she demonstrates some understanding of child protection issues. For example, she is able to describe the signs of neglect and concerns associated with domestic abuse. The childminder is familiar with local safeguarding partnership procedures. She knows how to refer concerns about children's welfare and manage allegations. The childminder keeps her own paediatric first-aid certificate up to date. However, she does not follow the required procedures following accidents and incidents.

What does the setting need to do to improve?

The provision is not meeting requirements and Ofsted intends to take enforcement action.

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

	Due date
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develop an understanding of when to make notifications to Ofsted, with particular relation to changes to persons caring for children	22/04/2022
provide information to Ofsted to enable required suitability checks to be completed on assistants	22/04/2022
ensure that any person who has sole charge of children completes and maintains a current paediatric first-aid qualification	22/04/2022
effectively identify and minimise risks to children on outings, paying particular attention to travel to and from school, play areas and equipment	22/04/2022
keep a written record of accidents, injuries and first-aid treatment administered to children.	22/04/2022

Setting details

Unique reference number	2536373
Local authority	Oxfordshire
Inspection number	10221459
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	4 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Bicester, Oxfordshire. She provides care each day from 7am to 8.45am and from 3pm to 5.30pm Monday to Thursday. The childminder operates term time only and holds an appropriate childcare qualification.

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 accompanied the childminder on the journey to her home after collecting children from school. This included a visit to the park.
- The inspector observed the childminder's interactions with children on outings.
- Children spoke to the inspector during the inspection to share their views.
- The inspector spoke to the childminder at appropriate points during the inspection and sampled appropriate documentation.
- The inspector spoke to parents and considered their views.

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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