

Childminder report

Inspection date: 28 March 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

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 at this setting. The childminder does not implement effective safeguarding practice to ensure children are kept safe. Weaknesses in safeguarding knowledge by the childminder and her assistant, means children's safety is not always assured.

Although children benefit from some strategies to support language development, they do not develop strong communication skills. For example, most children join in singing the 'hello' song in the morning. They enjoy listening to stories and look at books independently. However, adults do not consistently support children effectively to learn and use simple words to communicate. Children do not learn to behave well. At times, they snatch toys or throw resources.

Despite this, children are generally content and keen to play. They enjoy exploring the toys and resources in the childminder's home and garden. Children develop physical skills. They play with small cars and move them along tracks. Children enjoy using pincers to pick up coloured toy eggs hidden in shredded paper. This helps them to strengthen small muscles needed for later writing. Children use their large-muscle skills as they play with balls and ride on wheeled toys. Children develop an early understanding of mathematics as they empty and fill containers with sand and water.

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

- The childminder has devised a recruitment policy. However, she does not implement this policy effectively when she employs new staff. She does not follow safe practice to keep children safe while suitability checks are being undertaken for new assistants. The childminder does not maintain an accurate record of children's attendance. This compromises the welfare of children.
- The childminder puts in place some induction procedures for new assistants. For example, they complete some online training. However, the childminder does not ensure that all adults working with children have a suitable understanding of safeguarding and the procedures to follow in the event of concerns. The childminder does not always follow robust procedures when allegations are made against adults in the setting.
- The childminder and her assistant do not follow effective strategies to help children learn how to behave well. They respond to children's negative behaviour by saying, 'No thank you' which young children do not understand. After outdoor play, not all children want to come inside. The childminder picks children up and carries them inside. As a result, children do not benefit from clear explanations and support to help them to learn what is expected of them.
- Partnerships with parents and staff at other settings children attend are not

strong enough. The childminder does not implement effective strategies to enable a two-way flow of information with parents. She does not exchange learning information with staff at other settings children attend. The childminder does not always have robust information about children's needs elsewhere to help her to meet their needs in her care.

- Despite the lack of information sharing, the childminder has devised an educational programme for children. She gets to know children well and understands what they know and can do, and what they need to learn next. She completes regular assessments of children's learning and uses the information from these to plan for what children need to learn next.
- The childminder identifies that communication and language is the prime focus of her curriculum. She recognises that this is the area of learning where most children attending, including children in receipt of additional funding, need extra support. However, she is not always successful at promoting children's early language skills. Adults do not question, model, or repeat simple words enough for children. At times, adults stand too far away from activities to be able to fully engage and interact with children effectively.
- The childminder promotes children's health appropriately. For example, she encourages children to follow hygienic practice, such as washing their hands before eating. Children get plenty of fresh air and exercise as the play outside. In the afternoon, the youngest children benefit from sleep and rest.
- Children learn about festivals and cultures that are different to their own. This helps them to gain some understanding of difference and what makes them unique. For example, the childminder plans activities and experiences based on Easter.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not implement her recruitment policy effectively. Adults begin work and are counted in adult-to-child ratios before suitability checks have been completed by Ofsted. There are brief occasions when adults whose suitability has not been checked are left unsupervised with children, for example, when the childminder is in another room or upstairs. The childminder and her assistant do not have a good enough understanding of safeguarding. They are not aware of the correct procedures to follow in the event of concerns about children or in the event of an allegation being made about adults working with children. This compromises the safety and welfare of children. The childminder's premises are safe and secure. She has appropriate procedures in place to deal with accidents.

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
ensure that people looking after children are suitable to fulfil the requirements of their roles	04/04/2022
make sure persons whose suitability has not been checked by Ofsted are not left unsupervised with children or counted in adult-to-child ratios	04/04/2022
ensure all adults working with children have a robust knowledge and understanding of safeguarding and know and follow the correct procedures in the event of any concerns about children, or any allegations against adults	09/05/2022
maintain an accurate record of children's hours of attendance	04/04/2022
ensure all adults working with children manage children's behaviour effectively	09/05/2022
improve partnerships with parents to enable a regular two-way flow of information to meet children's individual needs	09/05/2022
improve planning and the delivery of activities to develop children's communication and language skills.	09/05/2022

Setting details

Unique reference number	2606168
Local authority	Sandwell
Inspection number	10232510
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 10
Total number of places	12
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She operates all year round from 8am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and took that into account in the evaluation of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with the childminder's assistant and children during the inspection.
- The inspector held discussions with the childminder throughout the inspection. She looked at relevant documentation and evidence of the suitability of adults working in the childminder's home.

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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