

Childminder report

Inspection date: 30 March 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	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare is compromised because the childminder does not minimise all risks in her home or supervise children adequately at all times. Some children do not receive adequate attention or support from the childminder that they need to feel safe and secure. This is because the childminder regularly cares for more young children than is permitted. The childminder does not give due consideration to the impact this might have on their well-being, or the attention she can give them. In addition, the childminder has a poor understanding of why children may find being in unfamiliar places or meeting unfamiliar people unsettling. As a result, children do not always receive effective support and reassurance to manage these changes to their routines without undue upset. This leads to children being agitated for extended periods of time.

Children are not supported to engage in meaningful learning. They are provided with a range of toys that, although suitable for their ages, do not maintain their attention for long. They are not supported effectively by the childminder to practise developing skills or build further on what they already know and can do. In addition, the small room used for childminding limits children's opportunities to explore and play freely.

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

- Children are not safe. This is because the childminder does not assess risks accurately. Children are, sometimes, left alone in unsafe situations. For example, the childminder considers it safe to leave babies unattended in the playroom while she settles other children to sleep, or for other reasons. She has not identified that children could pull unsecured furniture over and injure themselves at these times. She has not identified that very young children are unable to identify and avoid risks for themselves. This presents a significant risk of harm.
- The childminder fails to ensure all parts of her home are suitably safe and hygienic. She has not thought that young children could climb out of their cots and enter the bathroom or other rooms. As a result, she has not removed potential risks, such as overflowing bins or high piles of boxes. This presents a risk to children's health and safety.
- The childminder does not know that there are minimum amounts of space she needs to make available to each child within her home. Children spend most of their time in one small room that has large items of furniture in it and lots of toys on the floor. This limits children's opportunities to move freely to develop their physical skills. It also has an impact on their enjoyment because they cannot easily get to toys or equipment they want.
- The childminder does not understand that in order to care for more than three young children at any one time she must be able to demonstrate that she can

do so without compromising their safety, welfare or progress. The childminder regularly looks after more than three young children. However, she is not able to meet their needs sufficiently, consequently, this has an adverse impact on their care and learning.

- Most children are placid during their time with the childminder. They pay little attention to her or each other. However, sometimes, they show signs of distress when they see someone unfamiliar or when the childminder is out of sight. The childminder reports that some children have also cried a lot in unfamiliar situations, such as at toddler groups. The childminder considers this to be a developmental stage children go through. However, she fails to prioritise the cuddles and reassurance young children need. Children are reassured when she re-enters a room but do not offer lots of smiles or approach her often for cuddles. They do not show that they feel emotionally secure.
- The childminder does not see herself as an educator as well as a carer. She does not plan effectively for children's learning, relying on providing lots of age-appropriate toys. Children find these initially interesting but quickly lose interest. The childminder offers ineffective support to extend their concentration and learning. For example, she is not able to maintain children's interest when she starts singing or when she reads a story. Children are not receiving the high-quality support and interactions they need to make the progress of which they are capable.
- The childminder does model some language for children. She talks about what children are doing and tells them what is going to happen next, such as that it is time for snack. However, she does not encourage children consistently to respond with words or sounds to what she says. This means that although children hear a lot of words, they are not supported well to practise their developing language skills.
- When the children receive one-to-one care, such as at nappy changing times, they receive smiles and kind words from the childminder. The childminder follows suitable hygiene routines at these times. She ensures children wash hands before eating and wipes runny noses when needed.
- The childminder works closely with families to support sleeping and eating. Parents appreciate this support very much. For example, parents report that because of help from the childminder their children are now sleeping through the night and eating a wide range of vegetables.
- The childminder has a registered assistant, who sometimes helps with walks to and from schools or accompanies the childminder and children on outings. The childminder knows that she is responsible for ensuring the assistant has suitable safeguarding knowledge and that she cannot be left alone with children, as she does not hold a current paediatric first-aid certificate.

Safeguarding

The arrangements for safeguarding are not effective.

Children are not adequately safeguarded. This is due to significant weaknesses in the childminder's knowledge and practise in regard to risk assessments and other

requirements of her role. The childminder does attend regular safeguarding training. She demonstrates a suitable understanding of the signs that a child may be at risk of abuse or neglect. She understands how to share these concerns with other professionals, to keep children safe.

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
immediately take steps to effectively risk assess the premises to ensure children are not exposed to unnecessary risks	08/04/2022
ensure children are appropriately supervised at all times, in the home and on outings, to keep them safe	08/04/2022
ensure the premises are safe and suitable and appropriate hygiene standards are maintained at all times	08/04/2022
provide enough space to children, which allows them to engage in a suitable range of activities and opportunities	08/04/2022
comply with the minimum ratios to ensure the needs of all children are fully met	08/04/2022
tailor children's individual care to meeting their individual needs, so that children feel safe and secure and grow in confidence in a range of different situations.	08/04/2022

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

	Due date
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improve curriculum planning and delivery to ensure children are provided with a range of stimulating learning experiences, that meet their developmental needs well.	01/05/2022
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Setting details

Unique reference number	EY426837
Local authority	Oxfordshire
Inspection number	10228568
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 2
Total number of places	5
Number of children on roll	7
Date of previous inspection	15 September 2016

Information about this early years setting

The childminder registered in 2011. She lives in Cowley, Oxford. She offers care all day, Monday to Friday, from 7.30am to 5.30pm throughout the year.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- This was the first routine inspection the childminder 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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke with parents and took account of their views.
- The inspector observed the interactions between the childminder and children and evaluated the quality of education being provided.
- 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.

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