

# Childminder report

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Inspection date: 21 March 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
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 are compromised. This is because safeguarding policies and procedures have not been implemented appropriately and some required documentation is not in place. The childminder and her assistant have not identified weaknesses in practice and teaching. They have not considered ways to continually improve the provision for children. Children's learning and development are not promoted well enough. They are not sufficiently challenged or motivated, which means children do not show a positive attitude to learning.

The key-person system is not implemented effectively for all children. Relationships with some parents and/or carers are not established. This means that, at times, children's care and learning needs are not supported well enough. Despite this, children are generally happy, and the environment is welcoming and homely. Children are keen to play with resources available. Older children are familiar with activities on offer and their independence is encouraged. Most of the younger children build bonds with the childminder and assistant. For example, they seek and receive cuddles and comfort when they are tired or unsettled.

Children are developing an awareness of their own health and well-being. They benefit from plenty of fresh air in the spacious and well-maintained garden. Snacks and meals are nutritious, and children are encouraged to access their drinks, which are readily available. Older children are supported to manage their self-care skills, such as hand-sanitising and toileting. Younger children settle for rest or sleep when needed.

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

- Some requirements of the 'Statutory framework for the early years foundation stage' are not met. The childminder and assistant do not evaluate their own practice to ensure safeguarding procedures are followed. They have not considered how to raise the quality of practice to ensure all children's needs are met. Furthermore, they are unsure of how to develop their teaching so that children make progress in their learning and development. Despite this, the childminder and her assistant have completed mandatory training, including paediatric first aid and child protection. They conduct some research and seek and act on advice and guidance from other childcare professionals. They have a positive attitude to making improvements if issues are pointed out to them.
- The childminder does not have all the required information to ensure the safe and efficient management of the provision. The daily records, including the hours of children's attendance, are not always maintained. This compromises children's safety in the event of an emergency or safeguarding concern.
- In the main, parents are very happy with the service provided. They use a

secure online application to regularly exchange messages and photos of children. This helps to keep parents up to date with what children are doing and how their day is going. However, not enough important information is gathered from parents. This means that children's routines and preferences are not always known. Therefore, care is not tailored to meet their individual needs. Furthermore, the childminder's website, which has been professionally created, includes misleading information about the type of care that they are registered for.

- Children access a range of resources and equipment in the garden and the playroom. The childminder and assistant interact with children to support some learning through play. For example, while older children build towers and structures with construction blocks, they are asked questions to encourage colour recognition and some mathematical language, such as 'big' and 'small'. Younger children are provided with a walker to encourage them to move when they show an interest in walking around the furniture.
- The childminder and assistant get to know some of the children well and explain the progress these children have made since attending. For example, children are becoming more confident and communicate well with the childminder, assistant and their peers. However, experiences offered to children are not based on what children already know and can do. The childminder does not plan any intended learning to help children make progress towards their next steps. As a result, activities lack challenge and do not motivate children or prepare them for future learning.
- The childminder and her assistant show genuine care for the children and are positive role models. Children are comfortable in the childminder's home. They are well-behaved, polite and generally play cooperatively with each other. Older children are learning to manage their own feelings and are caring and considerate of one another.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The inspection was completed due to concerns of a safeguarding nature being received. The childminder and assistant had not explained their management of a recent situation well enough to parents. This lack of clarity led to a misinterpretation and an allegation was made against them. When they were made aware of this, they did follow the local safeguarding procedures to report without delay. That said, they do understand possible signs and symptoms of abuse and know what to do if they are worried about a child's safety or welfare. They also work closely with some professionals to provide support for vulnerable children and their families. The childminder and her assistant assess the environment and ensure it is secure and well organised. For example, they provide resources and equipment which are safe and suitable for the age and stage of each child attending.

## **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:**

	<b>Due date</b>
ensure all adults working with children can identify behaviours which could be interpreted as inappropriate or be possible signs of abuse at the earliest opportunity and respond in a timely and suitable way	21/04/2022
implement a policy in relation to the management of any allegations made against persons living or working on the premises, and ensure that this is in line with the requirements of the local safeguarding partnership	21/04/2022
build on training and professional development opportunities to help raise the quality of practice and teaching and ensure that the experiences offered for children continually improve	20/05/2022
develop the role of the key person to ensure that every child's care is tailored to meet their needs, promotes a settled relationship for the child and builds a relationship with parents	21/04/2022
ensure a daily record of children's hours of attendance is maintained	21/04/2022
assess what children already know and can do and use this information to plan experiences that build on this and prepare children for future learning	20/05/2022
develop teaching skills and provide appropriate levels of challenge to help all children make progress across all areas of learning.	20/05/2022

## Setting details

<b>Unique reference number</b>	2578205
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10231605
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	10
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Coventry. She operates all through the year, Monday to Friday, from 7am to 6pm. The childminder works with an assistant.

## Information about this inspection

### Inspector

Lucy Showell

### 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, assistant and children at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of adults living or working on the premises.
- The inspector spoke to parents during the inspection and took account of 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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