

Childminder report

Inspection date:

31 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's safety is compromised because of the childminder's and her assistants' weak safeguarding knowledge. They do not understand how to identify and report all concerns about children's welfare to the relevant agencies, in line with local safeguarding partnership procedures.

Some children do not receive suitable challenge and support to build on what they know and can do, and to extend their learning. For example, children who need additional support for their language development are not encouraged to practise their speaking skills. Nonetheless, children are content in the childminder's care. They feel settled and enjoy their time with her. Children feel motivated to explore the toys and resources and play well together.

Children behave well, use good manners and are kind to each other. For instance, they offer to help their friends to carry large and heavy items, working together cooperatively. They have some opportunities to make choices throughout the day, such as what vegetables they would like to try at mealtimes. Children develop the skills and confidence to be independent in their self-care. Older children put on their shoes and coat without help and two-year-old children use cutlery to feed themselves ably. Children have plenty of opportunities to develop their leg muscles, balance and coordination, such as when riding bikes on outings.

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

- Although the childminder and assistants have completed the relevant training, they do not have a robust understanding of safeguarding. They do not know the procedures to follow in the event of an allegation or how to identify and respond to other safeguarding aspects. This puts children at risk of harm.
- The childminder does not monitor the assistants' practice closely enough to identify their areas for development and provide targeted support and coaching. Assistants do not consider each child's learning needs carefully enough when planning activities. For example, despite knowing that older children can count confidently to 10, they plan for them to practise counting to five. The children manage this with ease, which does not extend their learning.
- The childminder and assistants know the children well and assess their development accurately. They plan a broad curriculum with some enjoyable activities and experiences for the children, who are keen to take part and have a go. For example, children happily make pictures of chicks using their handprints in paint. Children listen well when the childminder reads to them. The older children join in excitedly as they shout out the repeated refrains in their favourite stories.
- The childminder and assistants speak with children routinely and model the

correct pronunciation of sounds. However, although they identify children who need additional support for their language development, they do not encourage them to speak. They frequently place dummies in the mouths of some younger children, despite them not being upset or requesting them. This contradicts the advice the childminder has given to parents. These children play contently but communicate using mainly gestures and sounds.

- Children form secure attachments with the childminder and assistants. They sit on the laps of adults contently, and older children initiate discussions and confidently share their thoughts and ideas with them.
- The childminder does not take account of children's individual care needs consistently. For example, she puts all children down for a sleep or rest in a dark, quiet room after lunch. Some older children do not require a rest and are not tired so they lie awake in silence. The childminder does not use these opportunities to provide targeted support for their learning while the younger children are asleep.
- Children listen to the childminder and follow her instructions eagerly. For example, they all join in to help tidy away the toys and get ready to play outside together.
- The childminder risk assesses her home effectively to provide a safe and secure space for children. For example, she prevents children's access to other areas of her home using gates and takes account of children's dietary needs when providing nutritious home-cooked meals. The childminder and assistants deploy themselves well to ensure children are supervised closely at all times.
- Parents comment positively about the relationships between the childminder, assistants and children, and the range of outings and activities. The childminder keeps parents informed of their children's progress and their next steps in learning.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder ensures the setting's written safeguarding policies are in line with the local safeguarding partnership guidance. However, she does not have a secure understanding of safeguarding to enable her to recognise and report all concerns about children's welfare. Furthermore, she does not know the procedures to follow in the event of an allegation being made against herself or her assistants. Although she provides relevant training for assistants, the childminder does not check their understanding of safeguarding. This weakness has resulted in assistants not knowing how to manage allegations or identify concerns relating to wider safeguarding matters, such as the risks of radicalisation.

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
improve understanding of child protection matters to identify concerns about children's welfare and be able to take the appropriate action	22/04/2022
improve knowledge of the allegation procedures, so you understand how to respond to any concerns about adults working with children in line with local safeguarding partnership processes	22/04/2022
take action to ensure that assistants have up-to-date knowledge of safeguarding, including how to recognise signs of radicalisation, extremism and female genital mutilation, and how to report allegations	22/04/2022
provide more effective support and coaching, so that assistants have appropriate expectations for all children and provide good challenge in their learning, with particular regard to older children	22/04/2022
improve the consistency of interactions with children, with particular regard to those who require additional support, to help to develop their speaking skills	22/04/2022
improve the arrangements to support children's individual care needs, with regard to the use of dummies and children's sleep routines.	22/04/2022

Setting details

Unique reference number	EY463225
Local authority	Cornwall
Inspection number	10232589
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	18
Number of children on roll	20
Date of previous inspection	18 November 2016

Information about this early years setting

The childminder registered in 2013 and lives in Newquay, Cornwall. She employs assistants to work with her and provides care for children each weekday, all year round. The childminder is a qualified teacher.

Information about this inspection

Inspector

Sarah Madge

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 setting.
- The childminder informed the inspector about the curriculum she plans and her intentions for children's learning.
- The childminder and inspector carried out a joint observation of an adult-led activity to reflect on the quality of teaching and learning.
- The inspector observed and spoke with children throughout the inspection and took account of their parent's feedback.
- Staff spoke with the inspector to share their positive feedback about working at the setting and their knowledge of the children and the setting's procedures.
- The childminder and inspector held a meeting to discuss the day-to-day running of the setting and the policies and procedures.

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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