

Childminder report

Inspection date: 28 April 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

Significant weaknesses in practice mean that children's welfare is not promoted effectively. The childminder does not follow her safeguarding policy when children arrive at the setting with existing injuries. She does not supervise children effectively. For example, toddlers with toast in their hands and mouths run about out of her sight. This poses a risk of choking. The childminder does not keep a record of every child's attendance as required. She does not identify and address risks to children's safety on her premises. The trunk and branches of a felled tree take up large parts of the garden. A long, sharp, sturdy branch sticks out into the footpath at toddlers' head height. A heavy trolley is stored insecurely on the sloping roof of a low-level wood store. Children are not safe.

Children's learning and development needs are not met. The childminder plans inappropriate activities that do not take account of what children are ready to learn next. The childminder knows that COVID-19 restrictions limited children's social interactions. She states her intention to help children to learn to speak. However, the childminder does not implement the strategies she describes and children make poor progress. Toddlers spend considerable periods of time seated in high chairs. This is despite them showing obvious interest in toys that they want to go and play with. This does not promote children's exploration and self-motivated learning. The childminder does not communicate consistent expectations for children's conduct. This does not promote children's confidence and self-control.

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

- The childminder does not identify weaknesses in her practice. Fences and decking in the garden are in very poor repair. The paving outside the patio doors is broken and some sections are missing. Items, such as logs, a wooden pallet and plastic bags of topsoil, are stacked and stored in an unstable way. Children, therefore, play in a hazardous environment.
- The childminder does not supervise children well enough. She does not see toddlers climbing on a table behind her. Children run into an adjacent room and fall over unnoticed.
- The childminder does not record the days and hours of attendance of children whose attendance is occasional or arranged at short notice. This has the potential to compromise children's welfare, should accurate information about their whereabouts be required.
- The highly qualified childminder does not use her knowledge of the learning and development requirements effectively. She plans activities that do not take account of children's existing skills and knowledge. For example, the childminder asks young toddlers to look at written letters and say the sounds that they represent. Children try hard to please the childminder but her expectations of

them are not realistic. The childminder's poor teaching results in children making poor progress in their learning.

- The childminder knows that young children learn by exploring. However, she offers activities in a way that prevents children from doing this. This is demonstrated when she plans a painting activity. She dips toddlers' forefingers into paint and dabs them onto paper on the high chair table. Children follow her instructions and do this by themselves. The activity does not encourage children to explore the properties of paint, or to think and be creative.
- The childminder's interactions with children do not promote their language development adequately. She puts toddlers' shoes onto their feet but her attention is elsewhere. She does not name items such as 'shoe' or 'foot'. This does not help children to extend their vocabulary. The childminder knows that singing nursery rhymes helps children to acquire language. She plays recordings of them to children. However, the pace of the singing is too fast for children to pick out individual words, or to experience the richness of rhythm and rhyme.
- The childminder does not teach children clear rules and routines. This means that they do not know her expectations for their behaviour. One impact of this is that the childminder leads or carries children to where she wants them rather than offering an explanation. This does not promote children's self-control or understanding. Their confidence and sense of security is compromised.
- Parents and carers report that children enjoy coming to the provision. The childminder provides daily written information about aspects of children's care, such as sleep times and food and drink. This helps everyone to work together to promote continuity in children's care.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's health and safety is not assured. The childminder refreshes and updates her safeguarding training. Overall, she demonstrates adequate knowledge of the signs and symptoms that indicate a child may be at risk of abuse and neglect. However, there are instances when the childminder does not follow her safeguarding policy regarding children's existing injuries. She does not work with parents to record accurate information about injuries that children sustain outside her provision. This does not help her to keep children safe. The childminder gathers required information about children before they begin to attend her provision. She knows how to contact parents in the case of an emergency.

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
follow the safeguarding policy, to ensure a swift response to signs that children are at risk of abuse or neglect	13/05/2022
use risk assessment effectively to identify any potential risks to children's safety; take prompt steps to remove hazards to children in the garden	13/05/2022
ensure that children are adequately supervised	13/05/2022
maintain a daily record of every child's days and hours of attendance	13/05/2022
improve systems for managing children's behaviour.	13/05/2022

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

	Due date
implement the learning and development requirements, so that children encounter a curriculum that promotes their good progress	13/05/2022
enable children to follow their own interests and make decisions about what they do	13/05/2022
improve knowledge and understanding of language development, in order to ensure that activities and interactions fully promote children's vocabulary and communication skills	13/05/2022
gain knowledge of how children learn to read, in order that early reading activities are appropriately sequenced and consistently worthwhile.	13/05/2022

Setting details

Unique reference number	322264
Local authority	Liverpool
Inspection number	10237160
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 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	6 June 2018

Information about this early years setting

The childminder registered in 1993 and lives in Liverpool. Her provision operates Monday to Friday, from 7.30am to 5pm, during school terms. The childminder holds a qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

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 provider and has taken that into account in their evaluation of the setting.
- The childminder spoke with the inspector about her plans for the day's activities.
- Recent written feedback from parents was taken account of by the inspector.
- The inspector observed interactions between the childminder and children. She spoke with children and evaluated their responses to activities.
- Documents used in the childminder's setting were sampled by the inspector. The inspector checked evidence of the suitability of the childminder and members of her household aged 16 years and over.

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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