

# Childminder report

---

Inspection date:

10 May 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 well-being are not assured because there are significant weaknesses in the childminder's knowledge of safeguarding. The childminder does not encourage a two-way flow of information with parents to enable her to help children settle quickly. However, when children who have just started become upset, the childminder is quick to react to their emotional needs. She gives them cuddles and distracts them using toys. The childminder is not always mindful to organise the environment to include an appropriate range of resources and activities that support children's interests. This means children are not stimulated well enough and easily lose focus in their play. Furthermore, the childminder does not have a good enough understanding of the curriculum and what she wants children to learn. Children's next steps for learning are not continuously embedded during play.

Despite this, children develop hand-to-eye coordination and small-muscle skills. They repeatedly stack building blocks three blocks tall and show excitement as they knock them down. Children are purposefully given cucumbers and tomatoes at mealtimes to practise small-muscle skills. Babies display confidence in their movements as they use their thumb and index finger to select carrots and larger vegetables out of their soup at lunchtime. The childminder identifies activities to further promote small-muscle skills as she recognises the need to support babies to use a spoon and begin to feed themselves.

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

- The childminder has failed to address previous recommendations and further weaknesses have been identified at this inspection. The childminder is not doing enough to tackle and reflect on her own continuous professional development. For example, the childminder lacks confidence. This negatively affects her ability to demonstrate knowledge and understanding for her role in teaching children.
- Although the childminder has considered ways to work with parents and share information, she has not implemented these into practice. As a result, strategies for involving parents in the provision are still not strong enough.
- The childminder has not yet established a structured routine for children. This negatively impacts on children's individual needs. For example, children do not wash their hands before eating their lunch. This hinders their understanding of self-care and hygiene practices. Furthermore, children wait for a long period of time before they are given their lunch because the childminder cannot decide when to incorporate this into the daily routine. Children do not have daily opportunities for outdoor play as part of their curriculum.
- The childminder measures children's outcomes using relevant early years guidance to identify what children need to learn. She knows to collaborate with

other agencies should she need to seek advice about children's progress and development. However, she has not fully considered strategies to support children if they were to fall behind in their learning and development.

- The childminder builds on what older children learn at school. For example, when they learn about money, the childminder furthers children's understanding of currency during role play. She sets up a pretend shop and a cafe and introduces play money and tills to build on older children's prior experiences and enhance their learning.
- The childminder is unsure of how she will manage children's behaviour should she need to do so. She does not have a good enough understanding of how she will teach children about her expectations for behaviour and how to manage their emotions.

## Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in the childminder's ability to demonstrate safeguarding knowledge means children's safety is not assured. The childminder is unable to discuss the signs and symptoms of the 'Prevent' duty and female genital mutilation. She does not monitor children's absences or identify why absences may be of concern. This compromises children's safety and well-being. The childminder has completed relevant safeguarding training. She knows the correct procedures to report concerns about a child's welfare. She is confident to whistle-blow should she have concerns about anyone who lives in her household.

## 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
make the most of professional development opportunities to develop personal confidence and skills and to gain a clear understanding of roles and responsibilities	31/05/2022
obtain knowledge and understanding of safeguarding policies and procedures and implement appropriate procedures for monitoring children's absences	17/05/2022
develop a two-way flow of information-sharing with parents	31/05/2022

implement a daily routine that meets the individual needs of the children and helps them to settle	31/05/2022
establish a clear intent for what children need to learn and use their interests and next steps for learning to plan a range of activities, indoors and outdoors, that ensure children make good progress	31/05/2022
obtain knowledge of how to teach children about expectations for behaviour and managing their emotions	31/05/2022
implement clear strategies to enable any gaps in children's learning to be identified and acted on swiftly.	31/05/2022

## Setting details

<b>Unique reference number</b>	EY480399
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10076218
<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>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	11 February 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Burton upon Trent, Staffordshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

## Information about this inspection

### Inspector

Mikaela Stallard

### 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 and the inspector completed a tour of the premises.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household and safeguarding policies.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022