

Childminder report

Inspection date: 4 May 2022

Overall effectiveness	Inadequate
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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 do not have their individual needs met at all times of the day. They compete for the attention of the childminder, as she is caring for five early years children at one time. This does not support children's emotional well-being and help them to feel secure. This is a breach in requirements. Additionally, the outdoor area is not risk assessed well enough, meaning children use equipment that is not suitable for their age.

The childminder's weak curriculum does not ensure children have suitable levels of challenge to make the progress they should. Children do not engage in purposeful learning and they are not able to build on what they already know and can do. For example, the activities which take place on the day of the inspection focus on interactions of older children. However, the childminder does not support younger children's learning effectively. She does not plan activities that are appropriate to their age and stage of development, and does not interact with them consistently well. For example, the childminder plans an activity for all children in her care, using tweezers to hunt for bugs in chocolate cereal. Children quickly lose interest in the activity and eat the cereal.

Overall, children are happy and behave well in the welcoming environment. They demonstrate confidence as they interact with the childminder and visitors.

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

- The childminder does not give all children the attention they need, due to the high number of young children she chooses to care for at any one time. At times, the environment is noisy and chaotic. Children are eager to speak to the childminder and try to attract her attention. This takes her away from tending to others. For example, younger children who cannot talk or walk are placed in the garden or the lounge, while the childminder speaks to older children, with limited interaction.
- The childminder fails to implement her curriculum. As a consequence of the number of children she cares for, she is unable to provide good-quality consistent teaching for all children in her care. As a result, children do not engage in purposeful learning experiences. The childminder spends time joining in with the children as they play. However, there is little focus on what individual children need to learn next. Activities are not coherently planned and do not extend on children's learning. As a result, children do not reach their full potential.
- Older children's physical development is promoted well. The childminder provides children with plenty of opportunity for outdoor play and exercise, and older children walk to pre-school. However, younger children do not have

opportunities to develop their physical needs, such as support to cruise and walk. For example, they are placed in a walker to be safe, where they eventually fall asleep. This does not support their developing physical needs.

- The childminder has undertaken some training to help her develop her knowledge and skills of being a childcare professional. For instance, she has undertaken training in child development for toddlers and pre-school children. However, despite this, the childminder has failed to develop all the knowledge and skills she needs to provide good-quality care and experiences to children.
- The childminder does not consistently promote children's good health. Although she provides a clean environment for the children overall, she does not fully support children's understanding of healthy lifestyles. For example, the childminder fails to recognise when children eat food they have dropped on the floor. In addition, she does not ensure that all children consistently understand and follow hygiene rules, such as wiping their nose.
- Parents receive daily updates from the childminder about their children's time at the setting. In written feedback, parents comment on the childminder's caring nature and the support she offered them during the COVID-19 pandemic.
- Children who speak English as an additional language are not supported as well as they could be. The number of children the childminder cares for at one time has an impact on the quality of care she is able to provide. This means that children's individual needs are not consistently met.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder is in breach to the ratio of children she can care for and this impacts on children's safety. The childminder's understanding of risk assessment is weak. Specifically, her ability to identify the hazards associated with the use of the trampoline. The childminder is unaware of the dangers for young children when using this piece of equipment, which puts children at risk of sustaining a serious injury. Despite these weaknesses, she has a secure knowledge of the potential signs of abuse and understands the procedures she would follow if she had concerns about a child's welfare. The childminder has updated her knowledge and skills of issues related to child protection. For example, she attends training on wider safeguarding issues, such as the 'Prevent' duty, which enables her to safeguard children from extreme views and behaviours.

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
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ensure adult-to-child ratios are met at all times	05/06/2022
provide all children with planned, purposeful and challenging play activities, to ensure that they receive appropriate levels of challenge across all areas of learning	05/07/2022
ensure effective risk assessments are carried out on all equipment to minimise the risk to children's safety, with particular regard to the use of trampolines	05/06/2022
ensure young children are provided with opportunities to enhance their physical development.	05/07/2022

To further improve the quality of the early years provision, the provider should:

- develop children's awareness of following hygiene measures to protect their good health.

Setting details

Unique reference number	EY292268
Local authority	Oxfordshire
Inspection number	10228371
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 September 2016

Information about this early years setting

The childminder registered in 2004 and lives in Didcot, Oxfordshire. She operates from 8.30am to 5pm Monday to Friday all year round. The childminder has a level 3 qualification in childcare.

Information about this inspection

Inspector

Amanda Perkin

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 her evaluation of the setting.
- The inspector had a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took account of these views.
- Discussions were had with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of the childminder's documentation. This included evidence of the suitability of those living in the household, qualifications and the childminder's first-aid certificate.

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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