

Childminder report

Inspection date: 8 June 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	Inadequate
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What is it like to attend this early years setting?

The provision is inadequate

The quality of education that children receive continues to be inadequate. The persistent failure of the childminder to improve her practice has a significant and negative impact on children's early years. Children do not gain enough of the necessary skills to support their future learning.

Children have narrow learning experiences. Activities are mundane and lack excitement. The childminder continues to lack knowledge about how very young children learn. For example, the childminder is intent on reading each page of a board book. She does not acknowledge that young children want to open and close the book and turn the pages. She does not give them this time to freely explore and investigate and the book is then placed out of their reach.

Children do not enjoy good levels of interaction with the childminder. There are periods of time where no interaction takes place. When it does, it is short lived and not stimulating. This means that children do not get a positive start to their communication and language development.

Children are settled and have their physical care needs met. They are given time to eat food prepared by their parents. Children's nappies are changed regularly to ensure they are comfortable. Children sleep according to their needs and parents' wishes.

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

- The childminder has not provided good quality provision for the children she has cared for since her registration over five years ago. She does not have the capacity to improve, with or without support from other professionals. For example, she has completed some training about children's communication and language development since her last inspection. However, the childminder does not demonstrate how she has put into practice anything she may have learned.
- The childminder has not done enough to develop her understanding of teaching and learning. This means she still does not have the knowledge to design a broad and balanced curriculum to ensure children benefit from meaningful learning experiences that meet all their needs. Although the childminder has some knowledge about what she wants children to learn, this does not translate into practice. For example, she knows that children learn single words to begin with before connecting two words together. However, she does not provide children with an environment rich in simple language. This does not support their early language development or help to build their vocabulary.
- The childminder has some varied resources, such as a ball pool and some homemade baskets full of interesting items. However, any learning is incidental.

Children's need to freely explore and investigate is stifled. The childminder rarely interacts with children when they use these resources and does not seek to extend their enjoyment, promote their communication and language or any other aspect of their learning.

- The childminder has decluttered her kitchen since the last inspection. It is now a satisfactorily clean and hygienic area for food preparation and serving. Children are kept safe. The childminder has removed the animal's food bowls and put them out of reach of children. At mealtimes, she identifies when chunks of food are too hard and, therefore, not appropriate for very young children to eat.
- Parents are happy with the care provided for their children. They appreciate the support they receive from the childminder. The childminder talks to parents regularly, so that she can follow children's routines in a way that their parents do. This offers consistency in care for children.
- The childminder shows an ability to work with other agencies, for example, to gain information about children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training. She has a secure understanding of the signs and symptoms of abuse and/or neglect. The childminder has an appropriate understanding of the risks posed to children from being exposed to extreme views and behaviours. She understands the importance of keeping records of any concerns about children in her care and reporting these in a timely manner to protect children from harm.

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
ensure that appropriate professional development opportunities are undertaken to improve knowledge and understanding of how to provide a well-designed, broad and balanced curriculum for children	29/07/2022

obtain and demonstrate appropriate skills and knowledge, particularly with regard to teaching and how to deliver good quality learning experiences for babies and children.	29/07/2022
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To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that children have rich opportunities to develop their communication and language skills, so that the development of their spoken language firmly underpins all seven areas of learning	29/07/2022
provide an environment that enables babies to explore, investigate and experience things freely and guide all aspects of their learning and development through meaningful and positive interactions.	29/07/2022

Setting details

Unique reference number	EY540248
Local authority	Peterborough
Inspection number	10239062
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 January 2022

Information about this early years setting

The childminder registered in 2016. She lives in Peterborough. The childminder operates three to four days a week (including Saturdays) from 8am to 6pm, all year round except for bank holidays and family holidays. The childminder holds a childcare qualification at level 4.

Information about this inspection

Inspector

Anna Davies

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a discussion about how the curriculum is organised and what they intend children to learn while in their care.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector interacted with children at appropriate times throughout the inspection.
- The inspector and childminder discussed and evaluated a number of activities.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- Parents shared their views of the setting with the inspector and the inspector 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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