

Childminder report

Inspection date: 20 June 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	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children are not effectively protected from harm in this setting. This is because the childminder does not demonstrate a good enough knowledge of the procedures to follow if she has a concern about a child, or if an allegation is made against her or a member of the household. The childminder does not maintain the required daily records of the arrival and departure times of children.

Children are happy at the childminder's home. They have formed close and nurturing relationships with the childminder and go to her for cuddles and comfort when needed. The childminder responds with warm hugs and kind words in abundance. Children choose to play briefly with some resources that are set out, both indoors and outdoors. However, the quality of the interactions that children receive do not support children to fully engage in purposeful play experiences, so that they build on their knowledge and skills. As children begin to take a different direction during their play, the childminder removes them from the activity, limiting their experience. This does not support children to make choices in their learning and lead their own play.

The childminder does not use effective methods to evaluate her practice, to identify ways to improve her teaching and secure better outcomes for children.

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

- The childminder holds an appropriate paediatric first-aid certificate and ensures that her safeguarding training is kept up to date. This includes training for those who are designated to take the lead in safeguarding. However, she has not retained what she learned at the training. This impacts on her ability to ensure that children are effectively protected from harm. The childminder does not use opportunities to gain other professional development and training to support her to improve the quality of teaching.
- The childminder plans activities to support children to develop their skills. However, children do not receive the quality of interaction that is needed. For example, the childminder suggests that children roll out the dough. Young children prod the dough with the handle of the rolling pin because they do not yet know how to use this tool. The childminder does not demonstrate to children how to use the tools correctly. This does not support children to develop their understanding or provide them with the intended skills they need to carry out the task.
- The childminder uses some methods to promote communication and language. She sings songs and uses clear speech with children. However, when she interacts with children and asks questions, she quickly provides the answer. Children do not have time to think or make their response. This does not

support children to develop their early speaking skills.

- Children show an interest in play with empty dough containers on the table and begin to lead their own learning. They pick up the pots and find the lid. They focus intently and make attempts to fit the lids on. However, the childminder moves children away from the table. This does not support children to develop positive attitudes to learning and to build on their own ideas in a direction that interests them.
- Children enjoy play in the childminder's garden. They have some fun while they play with toy foods in a role-play shop that is set out for them. As children move items from one area to another, the childminder begins to label some of the foods. However, she does not engage further in this play and children lose interest and move on.
- Children have some opportunities to develop their physical skills. They climb in and out of a toy car independently and enjoy steering as they reverse the car across the garden. At times, the childminder promotes independence. Children wash their own hands with limited support and feed themselves sandwiches at lunchtime.
- The childminder shows some understanding of child development and the sequences of learning that children need to develop particular skills. She shows some intent for what she wants children to learn while attending. The childminder gains information from parents when children first start to help her to know what children know and can do. She uses this information to decide what she wants children to learn next.
- Parents are happy with the care that their children receive. They say their children are happy on arrival and settle quickly with the childminder. Parents report that they receive regular information about their child's care and learning from the childminder.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not demonstrate a robust enough understanding of the local procedures to report concerns about a child's welfare. She does not show a clear enough understanding of the procedures to follow in the event that an allegation is made against herself or a member of the household. This impacts on the childminder's ability to ensure that children are effectively protected from abuse. That said, the childminder demonstrates sufficient knowledge of signs and symptoms which may indicate that a child is at risk of harm. The childminder does not maintain an accurate daily record of the arrival and departure times of children. This does not contribute to their safety and well-being. The childminder makes routine checks in her home and garden to ensure that her premises are safe for children to attend.

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
make sure that local child protection procedures are fully understood and are followed correctly in the event that concerns arise about a child's welfare	05/07/2022
improve knowledge and understanding of the procedures that must be followed in the event that an allegation is made against an adult caring for children or living in the home where childcare takes place	05/07/2022
make sure that the daily records of arrival and departure times of children are consistently maintained.	05/07/2022

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the quality of teaching and interactions with children to ensure that they fully engage in purposeful play experiences that build on their knowledge and skills	20/09/2022
provide opportunities that consistently support children to make choices in their learning and lead their own play	20/09/2022
identify and access training and professional development opportunities that raise the quality of teaching and improve outcomes for children.	20/09/2022

Setting details

Unique reference number	EY557193
Local authority	Coventry
Inspection number	10175075
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. The childminder lives in Coventry and operates from 7am to 5.30pm, Monday to Thursday, all year round.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- The childminder and inspector completed a learning walk discussion together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector took account of the views of parents from the written information provided.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of adults living or working in the childminder's home.

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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