

# Childminder report

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Inspection date: 29 June 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The childminder has not ensured that she takes the necessary steps to meet all of the needs of the children in her care. She does not demonstrate a secure understanding of the procedures to follow when a child may be at risk of harm. Her risk assessments are not robust. This has a significant impact on children's safety and well-being.

Children are not well prepared for their future learning. They do not benefit from high-quality, well-planned learning opportunities. The childminder does not assess their development effectively and so activities lack purpose and challenge. Children play with the selection of toys that are on offer, but they quickly become bored and fractious. This has a negative impact on their learning and development and creates a disorderly atmosphere within the childminder's setting. When children lose interest in the activities on offer, the childminder does not offer them the support and guidance that they need. For example, when children squabble and refuse to take turns, the childminder does not use effective strategies to help them resolve conflict. Children do not gain an understanding of how to behave well and get along with their friends.

Despite this, some children demonstrate that they are happy and feel comfortable. For example, children cuddle up to the childminder during story time.

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

- Children's safety is not assured. The childminder is not alert to all possible hazards in the environment. For instance, there is a lamp on top of a bookshelf that children use, which could be pulled off. She does not always consider the age and needs of children when making decisions about how closely to supervise them. In addition, the childminder's knowledge of child protection procedures is not secure.
- The childminder provides a range of activities for children. However, she does not ensure these are enjoyable, meaningful and well matched to children's interests and needs. She does not show a secure understanding of what children need to learn next. Some activities are not stimulating enough, and others are too difficult for their stage of development. For example, children took part in a matching game that they did not fully understand. As a result, they soon became bored and lost interest in the activity. This has an impact on children's behaviour and attitudes to learning.
- The childminder does not provide consistent support for children's language and communication skills, such as by introducing new vocabulary during conversations. Although she sometimes identifies strategies that might be helpful for promoting children's development, she does not implement these

effectively. For example, children are not always supported with potty training in a timely manner. This has an adverse effect on their progress.

- The childminder does not give children enough opportunity to do things for themselves. For example, she does not help them learn self-care skills, such as washing their hands independently. Instead, the childminder takes the children to the bathroom and does it for them. This has a negative impact on children's independence skills and personal development.
- Children do not consistently benefit from positive and purposeful interaction with the childminder to help them behave well. Children become disruptive and often wander from one activity to the next without focus.
- The childminder shares information with parents on a regular basis. Parents report that their children are happy with the childminder and settled quickly when they started.
- The childminder recognises the need for children to have fresh air and play outdoors. She regularly takes them to local parks and playgrounds to enjoy outdoor activities.
- The childminder has failed to identify the weaknesses in her setting. However, she completes mandatory training and makes use of some other professional development opportunities, where appropriate. For instance, the childminder has undertaken a course in 'Adverse Childhood Experience' and autism spectrum disorder. This helps her reflect on some aspects of her practice.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder undertakes some safeguarding training and has some knowledge of wider issues, such as the risk of radicalisation. However, she does not have a secure knowledge of what to do if she identifies that a child may be at risk of harm. She does not demonstrate a full understanding of the actions necessary to protect children's safety and welfare. She has not fully risk assessed her home to ensure children are kept safe at all times. For instance, she left children unsupervised to prepare snacks while young children pulled boxes from high shelves in the other room. This put them at risk of objects falling onto them and causing injury.

## 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:**

	<b>Due date</b>
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develop a robust knowledge and understanding of child protection procedures, including how to identify and respond to concerns	03/08/2022
ensure all children are supervised vigilantly according to their age and needs	03/08/2022
implement robust risk assessments of all aspects of the environment to ensure all potential hazards are identified and removed or managed	03/08/2022
develop effective strategies for managing children's behaviour in a consistent and positive manner	03/08/2022
improve knowledge and understanding of how to assess children's development and accurately identify what they need to learn next	03/08/2022
provide a broad, stimulating curriculum that considers the individual needs, interests and development of all children, supports them to develop their communication and language skills and become more independent, and helps them make progress in all areas of their learning.	03/08/2022

## Setting details

<b>Unique reference number</b>	2534927
<b>Local authority</b>	Slough
<b>Inspection number</b>	10221456
<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>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in Slough, Berkshire. The childminder works Monday to Friday from 7am to 6pm, all year round. She also works two Saturdays a month. The childminder receives funding to provide free early education for children aged two-, three- and four-years-old.

## Information about this inspection

### Inspector

Katharina Hill

### Inspection activities

- 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 provider.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A joint observation was completed with the childminder.
- Throughout the inspection, the inspector talked to the childminder and children at suitable times.
- The inspector spoke to parents and read through written feedback provided by parents and took account of their views.
- The childminder and inspector talked about the educational plans for children on offer.
- The inspector looked at relevant documents.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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