

# Childminder report

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Inspection date: 8 July 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
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Behaviour and attitudes	<b>Inadequate</b>
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Personal development	<b>Inadequate</b>
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Leadership and management	<b>Inadequate</b>
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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**

Since the last inspection, there are still a number of breaches to the statutory requirements that have an impact on children's care, learning and development. For example, the childminder does not work alongside other professionals where there are concerns about a child's development. This failure means that children are not given the specialist help or support they require early enough. On occasion, children enjoy role playing in the home corner, bringing pretend food to the childminder to eat. However, the childminder does not ensure that enough resources and activities are within children's reach. This results in times where children spend long periods lying on the floor unengaged and without anything to do. The childminder does not recognise this or take any action to review the environment. Instead, she asks the children if they want to watch television.

The quality of teaching that children receive is weak. This is because the childminder's teaching practice does not effectively build on what children already know and can do. This has an impact on the progress children make in their learning from their starting points. The childminder demonstrates poor knowledge of food safety. For example, she does not ensure that all food given to children is a safe size for them to eat to minimise choking hazards. That being said, there are some positive relationships between the childminder and the children. For example, they follow her instructions well.

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

- The childminder has failed to take adequate action since her last inspection to improve the overall quality of her provision. She has not responded to all areas identified for improvement at the last inspection or considered how to improve her practice, or knowledge of child development. Her weak knowledge limits her ability to recognise where there are emerging concerns in a child's development or where specialist support is required. That said, she has now ensured that she maintains accurate records, such as attendance records and children's start dates.
- The childminder has not taken action to improve support for children with special educational needs and/or disabilities. Although she has accessed some training, her knowledge in making referrals, where there are concerns in a child's development, has not improved. Furthermore, the childminder does not complete progress checks for all children aged two years. This does not help her identify whether there are any potential concerns in the progress children are making.
- The childminder has failed to improve partnerships with parents. She comments that she has plans for how this will improve by introducing some new systems. However, she is unclear about what these are or the impact they will have.

Although, the childminder informs parents about their children's care routines, she does not consistently gather information about children's starting points from them. In addition, the childminder does not ensure that parents are kept up to date about their child's learning. This means that parents do not receive information to enable them to effectively support their child's learning at home.

- Since the last inspection, the childminder has failed to review the environment to ensure that children are provided with suitable learning experiences. Although there are some resources available, both indoors and outside, a lot of them are out of children's reach. This results in them having insufficient access to play and learning equipment and being poorly engaged, lying on the floor and not taking part in any purposeful learning.
- The quality of teaching children receive does not ensure they leave the setting ready for the next stage of learning or for school. In addition, when children attend other settings, the childminder does not gather or share key information with other providers about children. This does not ensure that all children are fully supported in their care or learning. The childminder does not plan for children's next steps in learning to challenge their thinking or deepen their knowledge. This does not ensure that all children are able to make adequate progress in their learning from their starting points.
- The childminder demonstrates weak knowledge of how to effectively support children's communication and language skills. There are multiple occasions where the childminder does not model the pronunciation of words or correct children's incorrect pronunciation to support their language development. That said, books are placed within older children's reach and the childminder shares some stories with them.
- The childminder has improved her knowledge of how to prevent the spread of infection. She also encourages children to wash their hands before they eat meals. The childminder demonstrates sound knowledge of how to keep children safe in the sun. This includes ensuring they drink plenty of water and applying sunscreen.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not recognise choking hazards relating to certain foods before she gives them to children to eat. This places children at risk of harm. That said, she has taken action to check the suitability of any person who has regular contact with the children. She also now ensures that children are not left alone with someone whose suitability has not been checked. The childminder gains parents' permission before she leaves children with any assistants. The childminder demonstrates sound knowledge of different types of abuse. This includes county lines, female genital mutilation and the 'Prevent' duty. The childminder recognises the action to take if a concern is raised about the welfare of a child. The childminder demonstrates secure knowledge of the action to take should a concern be raised against her or any assistants.

## 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:**

	<b>Due date</b>
improve knowledge of how to work effectively with other providers and professionals, particularly where there are concerns in a child's development, to ensure children receive continuity and are able to learn and grow in confidence	25/07/2022
take action to improve the overall quality of the setting, including raising knowledge of how children learn and review the environment, to ensure children are provided with high-quality learning experiences that improve over time	25/07/2022
improve risk assessments and take action to ensure that all food given to the children is safe for them to eat, including recognising any choking hazards.	25/07/2022

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
improve partnership working with parents, to ensure they are well supported to extend their child's learning at home	02/09/2022
ensure that progress checks for two-year-olds are completed for all children, to identify where there are concerns in a child's development	02/09/2022

improve teaching and the use of planning and observations to consistently challenge and provide stimulating experiences for children to improve their outcomes	02/09/2022
improve the curriculum for communication and language to ensure that all children make suitable progress.	02/09/2022

## Setting details

<b>Unique reference number</b>	EY347348
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10221283
<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>	4 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	5 January 2022

## Information about this early years setting

The childminder registered in 2007 and lives in Stratford-Upon-Avon, Warwickshire. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louise Chinyuku

### 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 spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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