

# Childminder report

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Inspection date: 7 July 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**

Children are quiet at the childminder's home and their communication skills are poor. The atmosphere is chaotic and there is a lack of meaningful interactions between children and the childminder or the assistant present on the day of the inspection.

The childminder's risk assessments are not robust. This results in an unsafe environment where children are at risk of harm, in particular in the garden area. The childminder does not take action to keep children safe. For example, children run far ahead of the childminder and her assistant at the park before they can check the area is safe to use.

Children spend lots of time alone with little interaction from the childminder or her assistant. Those with English as an additional language do not get the support they need to understand routines. For example, the children sit down for a drink but some children do not understand the instruction for this and stand, looking lost and confused. The childminder and her assistant do not promote well-being effectively and children are overwhelmed and confused.

Children have poor attitudes towards learning and teaching is weak. For example, the assistant reads a story but fails to introduce the activity to the children properly. As a result, children do not sit and listen. Instead, they begin to get up and play with other toys, disrupting the learning opportunity.

Children's physical skills are well developed. For example, at the park, children confidently climb to the top of apparatus independently. They enjoy spinning, running and jumping to test their large-muscle skills. Children are curious learners. For example, they pick flowers and count how many they have.

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

- The childminder fails to monitor the quality of her provision. There are breaches in requirements that compromise children's safety and welfare. For example, the childminder does not maintain the required records to ensure that parents are aware of the doses of medication given to their children.
- During the inspection, the childminder discussed potential risks in the garden area. However, she has not taken appropriate action to minimise these. For instance, she explains that the garden is unsafe as it has uneven surface and thorny plants. In spite of this, children remain using the area.
- The childminder fails to meet children's individual needs. Although there are some curriculum plans in place, they are too general and do not focus on what individual children need to learn next. For example, the childminder offers a

dance session to loud music as part of the morning routine. Children become scared of the loud sounds and the childminder does not recognise that they may need support and reassurance.

- The childminder and her assistant have a poor understanding of how children learn. Teaching is poor and this has a significant impact on children's learning and development. For example, they offer a fruit-tasting activity for the children to learn about healthy eating. The childminder and assistant do not present information clearly about the activity. Children do not listen to discussion about healthy choices. Instead, they eagerly eat the fruit as they are hungry. As a result, learning is not embedded.
- Training for the childminder and her assistant is ineffective. The childminder does not tackle weaknesses in teaching. For example, the assistant encourages children to swing on a bar at the top of the slide. When the childminder notices, she quickly explains to the children that this is unsafe. However, the assistant contradicts her, saying that children can continue. As a result, poor practice and inconsistent expectations for children continue.
- The childminder and assistant do not communicate effectively. Routines are not consistent and children quickly move from one activity to the next. This results in a chaotic, disorderly environment. For instance, children stand for long periods of time waiting to go on a walk, while the childminder and assistant rush around to get prepared.
- The key-person system is not effective and the childminder and assistant do not promote children's well-being. For instance, children play alone for long periods of time with no interaction. Children's attitudes towards play and learning are poor and they rarely engage in activities.
- Parent partnerships are positive. They appreciate the childminder's friendly approach. They explain that she is flexible for their family needs and this is very supportive. Parents say the children feel happy with the childminder and love to come each day.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder and the assistant present on the day have a sound knowledge of safeguarding issues. For example, they are alert to bruising on immobile babies and are aware of the risks to children of being exposed to extreme views and beliefs. They know where to report to if they have concerns over children's welfare. However, the childminder fails to carry out effective risk assessments. The garden is unsafe despite previous concerns over this. Children are at risk of items falling on them or tripping and falling on hard uneven surfaces. The childminder does not teach children how to keep themselves safe on outings.

## 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
maintain a written record each time medication is administered and inform parents on the same day or as soon as reasonably practicable	29/07/2022
improve risk assessments to identify and minimise risks, especially in regards to outdoor provision	29/07/2022
implement strategies to support children with English as an additional language, ensuring they feel safe and secure	29/07/2022
ensure activities are planned to support children's communication and language development.	29/07/2022

## Setting details

<b>Unique reference number</b>	EY551339
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10143683
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in Bracknell, Berkshire. The childminder works Monday to Friday. She has two registered childminding assistants.

## Information about this inspection

### Inspector

Mandy Cooper

### 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents spoke to the inspector about their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working with the childminder.

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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