

Childminder report

Inspection date:

16 June 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is inadequate

The childminder has not ensured the safety of children at all times. This is because the children have been left in the sole care of a person whose suitability has not been verified by Ofsted to ensure they are safe to work with children. In addition, the childminder has not obtained permission from parents to enable her assistant to care for children for no more than two hours in any one day, in her absence. The childminder does not ensure that she maintains an accurate daily record of the arrival and departure times of children. Children are not provided with a learning environment which consistently promotes the continuity of their care, safety and well-being.

That said, children are happy in the setting. They have formed close, nurturing relationships with the childminder and her assistant. Children behave well and build close relationships with each other. They routinely use good manners and listen to the childminder's reminders to be considerate to others. Children play games with the childminder that help them to learn to take turns. For example, they each make attempts to throw balls through a hoop in the garden. They receive lots of praise and encouragement for their efforts. Children are gaining some of the skills they need in preparation for their future learning and the eventual move on to school.

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

- The safety and welfare of children are not consistently promoted. Although the childminder and her assistant have completed the appropriate checks with Ofsted, the childminder has, on one occasion, left children in the sole care of a person who is not registered to provide childcare. In addition, she has not obtained appropriate permission from parents to leave children in the sole care of her assistant. The childminder has not consistently maintained an accurate daily record of children's attendance. This compromises the safety and emotional well-being of children.
- The childminder uses a curriculum that has a clear sequence of learning for all children. She ensures that activities are provided to interest children, which include opportunities for them to practise what they need to learn next. When children first start, the childminder gathers information from parents about what children know and can do. This helps her to plan for what they need to learn next. However, the quality of teaching and learning for children's personal development is compromised, as the childminder has not ensured that children receive effective continuity of care, particularly when they are cared for by people who are not familiar to them.
- Children have fun as they play outdoors. They select from a range of different sized balls and begin with a game of catch with the assistant. They each take turns to throw and catch their balls, receiving cheers and praise. Children move

on to use a basketball hoop. The assistant adapts this game to ensure that children who are unable to reach can also take part. As the games move on, children are keen to talk about the different colours of the balls, count them and place them in order of size. This supports their understanding of some mathematical concepts, as well as developing some of their physical skills.

- Babies enjoy exploring a range of objects. They observe toy cars closely and notice when the wheels begin to turn. They enjoy feeling textures of other objects, such as a tennis ball that they grasp. They make eye contact and smile in response to the childminder as she talks to them about what they are holding.
- Children develop their communication and language. The childminder uses her skills to ask questions about what children are making as they use toy bricks to build structures. Children are keen to identify the colours they have included in their towers. They eagerly find other items of the same colour in the garden. They say, 'I know what is green' as they stand beside a green tricycle. The childminder helps children to say some words more clearly. She repeats back what they say with the correct pronunciation for children to hear.
- Children choose a range of songs to sing with the childminder and her assistant. They are confident to sing together or alone, following all of the actions with enthusiasm. They jump up and down, grinning as they sing and are quick to choose the next songs to sing together.
- The childminder ensures that she and her assistant complete the required training to ensure their knowledge and understanding are kept up to date. However, some of the required documentation is not kept up to date. The childminder has not maintained her daily records of children's attendance times. This does not contribute to the safety and welfare of children.
- Parents are happy with the care their children receive. They say they value the information they receive about their child's care and learning. They comment that the childminder is friendly and professional.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not demonstrate a full understanding of her duties to safeguard children. The childminder has left children in the sole care of a person whose suitability has not been checked and who is not registered to care for children. The childminder has also not obtained appropriate permission from parents to leave children with her registered assistant for any period of up to two hours in one day. The childminder has failed to consistently maintain her records of children's attendance. These incidences compromise the safety and well-being of children. That said, the childminder and her assistant demonstrate a secure understanding of the procedures to follow in the event that they have concerns that a child is at risk of abuse. They know the procedures to follow if an allegation is made against an adult working with children. The childminder makes routine checks in all areas of her home to ensure that they 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 children are cared for only by those who are registered to do so and that their suitability has been appropriately verified	04/07/2022
obtain the appropriate permission from parents to leave children with an assistant for no longer than two hours in any one day	04/07/2022
maintain a consistent and accurate daily record of children's arrival and departure times.	04/07/2022

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

	Due date
make sure that all children are provided with a learning environment that consistently promotes their emotional well-being, enabling them to continuously make progress.	04/07/2022

Setting details

Unique reference number	EY438195
Local authority	Coventry
Inspection number	10245174
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	6
Date of previous inspection	5 June 2015

Information about this early years setting

The childminder registered in 2012. She lives in Tile Hill, Coventry. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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 learning walk discussions together to find out 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 parents' views of the setting from the written information provided.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held discussions with the childminder and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of adults working at the setting.

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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