

Childminder report

Inspection date:

14 July 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

Significant breaches of the early years foundation stage statutory requirements compromise children's learning, well-being and safety. Children are not kept safe as the childminder does not maintain effective risk assessments. Additionally, the safeguarding knowledge of those caring for children is not good enough.

Children do not learn the behavioural expectations of the setting, due to the ineffective support they receive from the childminder and her assistants. At times, the childminder cares for more early years children than she is allowed to and there is insufficient space available for them. The deployment of staff is also ineffective.

Children's individual needs are not met and the quality of education they receive is poor. Children rarely spend time engaging in meaningful activities that support their learning. Due to the lack of a suitable curriculum, children do not benefit from activities and experiences that help them to build on what they already know and can do. Consequently, children do not make the progress they are capable of.

Despite this, children arrive happily and settle well. They move confidently around the setting and enjoy being with their friends. Children play with sand and water in the garden, making models and enjoying the sensory experiences.

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

- The childminder does not ensure mobile phones are used safely. She is unable to recognise safeguarding risks of her assistants using their personal mobile phones. They use these to communicate with parents. Staff also use the cameras on their personal phones to take pictures of children and share with parents. Consequently, children are not safeguarded effectively.
- The quality of teaching is poor. The interactions of adults with children do not support children's learning effectively or build on what they already know and can do. The childminder and her assistants do not have the relevant knowledge and skills to help children make the best possible progress.
- The childminder does not have appropriate systems in place for the supervision of her assistants. She does not offer them the opportunity to meet one to one to receive the support they need to improve the quality of teaching.
- The childminder and her assistants use ineffective and inappropriate strategies to address poor or unwanted behaviour. The messages staff give to children are inconsistent and they all struggle to gain children's attention or for them to behave in a way which is appropriate. This inhibits children's development and they do not learn expectations or how to behave appropriately or safely.
- The deployment of adults in the setting is not effective. At times, adults leave

children unsupervised in the garden, while they are inside completing tasks. This places young children at risk of harm.

- On a number of occasions, the childminder and her assistants have cared for more children than requirements allow. They have cared for up to 12 early years children at any one time. Additionally, there is limited clear floor space available for children in the premises. This limits children's ability to move around freely. It is also a breach of requirements and compromises children's safety and well-being.
- At times, the childminder works with three other adults, caring for children. As a childminder, the maximum number of adults allowed to be working with children is three. This is a breach of her registration.
- Risk assessments are ineffective and do not minimise or remove risks and hazards to children. For example, there are a significant number of risks in the outdoor space, including accessible bins and nails sticking out of a wooden structure. In addition, the childminder allows young children to use her trampoline. She does not comply with manufacturer's instructions for use, placing children at risk of significant harm.
- The childminder and her assistants know children well. However, they do not use this knowledge effectively to plan for their next steps in learning. Children and adults have close relationships. Children approach the childminder and her assistants for cuddles and comfort. This supports their emotional well-being.
- The childminder and her assistants offer suitable support for children's language and communication development. This includes children learning English as an additional language. Children experience stories and rhymes and have the opportunity to learn new words.

Safeguarding

The arrangements for safeguarding are not effective.

The setting is not safe. The childminder is unable to supervise children adequately or carry out effective risks assessments. Therefore, children are at risk of harm. Additionally, the arrangements for the use of personal mobile phones put children at risk. The childminder and her assistants are aware of child protection issues. They know how to recognise possible signs and symptoms that a child might be at risk of abuse or neglect. However, they do not have the relevant knowledge of the procedures to refer any concerns about children's welfare. Additionally, they do not know how to refer concerns about adults' practice. This does not safeguard children effectively. The childminder has relevant systems in place for the safe recruitment of any assistants to ensure they are suitable to care for children.

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
implement a policy that covers the use of mobile phones and cameras and ensure that all adults who work with children follow this policy	09/08/2022
ensure yourself and any assistants have an up-to-date knowledge of safeguarding issues and that they are suitably trained to understand safeguarding procedures	09/08/2022
implement an effective programme of professional development to improve staff's knowledge and understanding to raise the quality of teaching to a good level	09/08/2022
put appropriate arrangements in place for the supervision of assistants who have contact with children and their families, and ensure that supervision includes support, coaching and training for the assistants	09/08/2022
improve the knowledge and understanding of yourself and your assistants in how to manage children's behaviour effectively, including how to handle children appropriately	09/08/2022
take immediate action to ensure that staff are deployed effectively at all times to meet children's needs and maintain their safety	09/08/2022
comply with the minimum ratio requirements, including for your own children, to ensure the needs of all children are fully met	09/08/2022
ensure only the permitted number of staff work together at any one time and that indoor space requirements are met at all times	09/08/2022

ensure risk assessments are robust and all risks and hazards to children's safety are identified, removed or minimised swiftly, particularly in relation to the outdoor space, kitchen and use of trampoline.	09/08/2022
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To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement an ambitious curriculum that takes account of the individual needs and stages of development of all children, and provide them with suitably challenging and meaningful experiences, in order for them to make good progress.	09/08/2022

Setting details

Unique reference number	2526282
Local authority	Reading
Inspection number	10218176
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	0 to 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Reading, Berkshire. The childminder provides care Monday to Friday, between 7.30am and 6.30pm, except for family and bank holidays. She employs five assistants. The childminder receives early education funding for three- and four-year-old children.

Information about this inspection

Inspector
Clare Perry

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 showed the inspector the setting and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Assistants spoke to the inspector during the inspection.
- 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 shared their views of the setting with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

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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