

Childminder report

Inspection date:

20 July 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

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's health and safety is compromised. The childminder has not informed Ofsted about additional adults who work with children. Therefore, the suitability of the childminder's assistant has not been determined. On occasion, this assistant is left to look after children on her own. Furthermore, the childminder does not ensure the safe and appropriate use of mobile phones.

Children are generally happy in the care of the childminder. They appear content while playing with the variety of toys on offer. However, the childminder is not clear about what children need to learn next. This means she does not plan activities that are challenging enough for children, to help them develop at a rate they are capable of. Younger children develop some physical skills as they practise moving in a coordinated way while crawling. However, they are not given access to the space they need to enable them to practise and develop these skills further. Nevertheless, children show appropriate concentration when engaged in activities that interest them. They behave well and follow instructions quickly. For example, children respond promptly when they are asked to wash their hands before lunch.

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

- The childminder has not provided Ofsted with the required information about adults who work with children. This means that necessary suitability checks to confirm if the childminder's assistant is safe to work with children have not been completed.
- Children are not fully safeguarded. The childminder does not ensure that her assistant adheres to her safeguarding policy with regard to the safe and appropriate use of mobile phones. The childminder's assistant uses her mobile phone while working with children. This potentially compromises children's safety.
- The childminder has not considered the space requirements within her premises, which are necessary when caring for children. Clear available floor space is limited. This means younger children who are learning to walk do not have the space they need to further practise this developing skill.
- The childminder's expectation for children's learning is too low. She carries out some observations of children as they play. However, she does not accurately assess what children can already do and what they need to learn next. Consequently, children are not always supported to move forward in their development.
- The childminder provides activities to enable children to develop some basic skills which prepare them for their future learning. For example, children attach pegs to a yellow circle to make the shape of a sun. This strengthens their finger muscles ready for holding a pencil. That said, children complete this activity

extremely quickly, and with ease, as it fails to offer them enough age-appropriate challenge.

- Children develop appropriate communication and language skills. The childminder and her assistant sing familiar songs and rhymes with children. They give them time to sing along, and encourage them to sing the sentences to finish the song. As children engage in role play, the childminder acts out familiar scenarios and encourages children to use some new language. For example, as children dress dolls, they are encouraged to repeat 'Big squeeze' as they press fastening poppers together.
- The childminder supports children to develop good health habits. Children frequently access the outside space for fresh air. They are encouraged to independently wash their hands before they eat. The childminder encourages children to make healthy choices at mealtimes. This helps children understand what they can do to stay fit and well.
- Children behave well. They show that they are happy while engaging in activities that they enjoy. Children understand the childminder's expectations and appropriately follow these. For example, children know not to access certain parts of the garden.
- Parents report that they are happy with the care that the childminder provides. They say that their children enjoy playing with the variety of toys and activities on offer.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not safeguard children adequately. She does not share relevant information with Ofsted to enable them to complete the necessary suitability checks on her assistant. Procedures regarding the safe use of mobiles phones are not implemented. This potentially puts children at risk. Nevertheless, the childminder is alert to any potential child protection concerns. She understands how to recognise the signs of child abuse or neglect. The childminder and her assistant know what to do if they have a concern of this nature. They understand the procedures to follow in the event of an allegation being made about them, or a member of the childminder's family.

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
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ensure all necessary steps are taken to provide Ofsted with the necessary information, so all appropriate suitability checks can be completed on adults who work with children	03/08/2022
implement procedures to safeguard children with regard to the safe and appropriate use of mobile phones	03/08/2022
ensure sufficient space is available within the premises, which is organised in a way that meets the development needs of all children	17/08/2022
develop the curriculum to plan and provide activities that focus on what children need to learn next to continually extend their learning and development.	17/08/2022

Setting details

Unique reference number	EY449512
Local authority	Leicester
Inspection number	10075210
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	1 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	24 June 2016

Information about this early years setting

The childminder registered in 2012 and lives in Leicester. She operates all year round from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder and her assistant hold relevant level 3 qualifications. The childminder offers funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charlotte Whalley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children happily interacted with 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.
- The inspector carried out joint observations of an activity with the childminder.
- The inspector read three letters from parents during the inspection and took account of their views.
- The inspector spoke to the childminder and her assistants at appropriate times throughout the inspection.
- The inspector looked at relevant documentation which the childminder provided 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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