

Childminder report

Inspection date: 28 July 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

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 are generally happy to attend the childminder's setting and show some level of enjoyment. They arrive cheerful and separate from their parents with ease. However, their safety and well-being are not sufficiently supported. The childminder and her assistant lack knowledge of effective safeguarding procedures. As a result, children are not adequately safeguarded.

The childminder knows what she wants children to learn. As a result, they are making steady progress. However, for some children, the activities are not always pitched at the appropriate level to meet their needs. For example, the assistant gives children a treasure-chest sheet with coins printed on. She asks the children to find the correct numeral to match their coins. Children do not have the understanding of numerals to successfully benefit from this activity. Despite this, children show perseverance in their search to find the correct number.

Children approach the childminder for reassurance and cuddles when they need it. This helps to enable them to feel emotionally secure. Children generally behave well and follow the daily routine confidently. However, sometimes, they become frustrated when they have to queue for the toilet, and wait for their snack.

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

- While the childminder and her assistant attend regular training, it is not robust. They are not able to draw on a secure safeguarding knowledge. They do not have a firm understanding of the procedures to follow to protect children's welfare. This includes when they have concerns about adults working with children. For example, the assistant does not have sufficient knowledge of the allegations process. The childminder ensures her assistant attends relevant training. However, she does not check the assistant's understanding of the policies and procedures. This does not promote children's welfare effectively.
- The childminder models good practice to her assistant with her interactions. She supports children's learning. She has some understanding of the curriculum. However, this is not implemented as well by her assistant. As a result, children do not always benefit from meaningful interactions. The childminder recognises some of the weaknesses in the teaching. However, she has not addressed this effectively. Consequently, she is not successful in raising the quality of teaching to a consistently good level. She does not make best use of supervision sessions to help improve her assistant's knowledge and skills.
- Children's hygiene routines are not consistent. Children wash their hands before snack and after using the toilet. However, the childminder does not explain why they need to do this. In addition, children do not always have their noses wiped promptly. They are not encouraged to put their hands over their mouths when

they cough. This does not protect children from the risk of infection.

- Children have daily opportunities to be physically active and enjoy the fresh air. They enjoy time in the childminder's garden and during trips out. Children develop their physical skills in the childminder's well-equipped garden. They confidently climb the steps of the slide. Children drive around in the range of toy vehicles and bikes, 'beeping' to each other as they navigate the space. Children are learning to be independent and to manage their own needs. For example, the childminder encourages children to put on their own shoes. However, sometimes children become frustrated when they have to wait to use the toilet, or for their food at snack time.
- Parents report positively on the support they receive from the childminder. They talk about the ideas they receive to support their children's learning at home, such as receiving the words for new nursery rhymes. They comment on the childminder's ability to work with them on physical development, such as toilet training.
- The childminder promotes children's social skills well. Children say please and thank you and do not need to be prompted. Children enjoy trips out every day. They visit local parks and places of interest. This includes the local fire station. This helps develop their sense of self within the local community.

Safeguarding

The arrangements for safeguarding are not effective.

Although the childminder and her assistant have some understanding of the signs and symptoms of abuse, they are not confident in the reporting procedures. This does not protect children from harm. The childminder and her assistant both hold current paediatric first-aid certificates and maintain their training. This helps them to keep their knowledge updated to respond to children's accidents appropriately. The childminder recognises the importance of completing daily safety checks on her garden and before going on trips, to help keep children safe.

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
improve knowledge of the procedures to follow in the event of safeguarding concerns, including managing allegations against adults	11/08/2022
put in place appropriate arrangements for the supervision of assistants to help to improve the quality of teaching	11/08/2022

plan and implement a curriculum that consistently meets the needs of all children	11/08/2022
ensure hygiene practices are implemented consistently to promote children's good health.	11/08/2022

To further improve the quality of the early years provision, the provider should:

- consider how to support children effectively during transitions in their daily activities and routines, so they do not become restless and disengaged.

Setting details

Unique reference number	EY539299
Local authority	Oxfordshire
Inspection number	10247962
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 4
Total number of places	5
Number of children on roll	9
Date of previous inspection	6 November 2018

Information about this early years setting

The childminder registered in 2016 and she lives in Abingdon, Oxfordshire. She is open from 7.30 am to 6pm, all year round. The childminder has a relevant Level 3 early years qualification. She works with an assistant. The childminder is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lindsay Osman

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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder, assistant and children.
- The inspector carried out a joint observation of a maths activity with the childminder.
- Parents shared their views of the setting with the inspector.
- 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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