

Childminder report

Inspection date: 2 August 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 does not fully understand her responsibilities to keep children safe. Some areas of the environment are not suitable for children and the childminder does not take sufficient steps to keep them safe. This does not promote children's safety and well-being.

Children enjoy attending and are settled. They interact well with the childminder and enjoy the company of the other children. They have good manners and generally play happily together. However, on occasion, young children struggle to manage their feelings and shout and grab toys. As a result, the learning environment becomes noisy and unsettled. This does not support children's play and learning. Some children are keen to communicate, but the childminder does not consistently support their developing language skills.

The childminder knows the children well. However, she does not fully support their learning by providing enough time during activities for them to think, process and respond. Children benefit from some interesting outings in the local area but have few opportunities to use resources that help them learn about different ways of life and different people.

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

- The childminder does not provide a safe and suitable environment for children. The kitchen and utility areas are cluttered with objects being temporarily stored there. There are trip hazards, such as a large, folded buggy in the small kitchen, and objects that could fall on children, such as an ironing board which is leaning against a wall in the utility area. The childminder has a smoke detector upstairs, but this is on a window sill rather than fitted to the ceiling as recommended. She does not ensure children's safety or help them learn about staying safe. She leaves young children unsupervised sitting on the floor eating, and they get up and walk around while still eating, which poses a choking hazard.
- Children do not receive sufficient support to help them make the best possible progress with their developing language skills. The childminder does not consistently encourage quieter children to speak, so they miss opportunities to develop their communication skills. She sometimes fails to support other children's language by modelling the correct pronunciation of words and does not provide consistent encouragement for children to take dummies out of their mouths so that they can speak clearly.
- The childminder sometimes struggles to maintain a calm environment. Young children occasionally become frustrated and resort to taking each other's toys and shouting at one another. The childminder has been working with them on sharing and taking turns but this has not been wholly successful and they

struggle to manage their emotions.

- The childminder evaluates her practice and acknowledges that there are gaps in her knowledge and areas for improvement. For example, she has accurately identified that she has few resources to help children find out about the differences and similarities between people. She has some books that show positive images of diversity but no other resources that can be used to help children learn about world they live in.
- The childminder's teaching practice is not fully effective. She gives clear explanations and demonstrations when introducing a new activity, but does not fully support children's learning by giving them sufficient time to think, process and respond during activities.
- The childminder works closely with parents from the start to ensure she gets to know their children well. She frequently shares information with them about their children's progress and any issues that arise. Parents comment that they feel well informed by the childminder.
- Children have lots of opportunities to go out in the local area. For example, they have recently been to an organised community event where they met reptiles, such as snakes and spiders. They spend a lot of time experiencing the natural world. They feed the ducks, listen to birdsong and watch birds and foxes. The childminder builds on this learning by planning an activity making bird feeders, colouring in pictures and reading books about birds.
- Children have a warm relationship with the childminder. They confidently seek her support and enjoy sitting with her to look at books. Children of different age groups enjoy playing with each other and older children help younger ones with activities.

Safeguarding

The arrangements for safeguarding are not effective.

Some areas of the childminder's house are cluttered and there are various potential hazards due to items being stored temporarily in the kitchen and utility area. There is limited clear, safe space for children when they need to wash their hands and go outdoors. The smoke detector on the first floor of her home is on a window sill waiting to be re-attached to the ceiling. Young children do not learn sufficiently about safe practices. While the childminder is out of the room, they walk around while eating which poses a choking hazard. The childminder understands the possible signs that there might be child protection issues in the child's life at home or elsewhere, and knows how to refer her concerns. She understands the importance of safeguarding children online.

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
provide a safe and suitable environment for children and ensure that young children are kept safe at all times and learn about staying safe	03/08/2022
improve support for children's emerging language, with particular regard to their pronunciation and giving quieter children more opportunities to speak	06/09/2022
take further steps to manage children's behaviour and investigate strategies to help young children understand their emotions	06/09/2022
provide more opportunities for children to find out about the differences and similarities between people	06/09/2022
improve teaching skills to give children time to think, process and respond during activities.	06/09/2022

Setting details

Unique reference number	EY289470
Local authority	Somerset
Inspection number	10234837
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	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 October 2016

Information about this early years setting

The childminder registered in 2004. She lives in Yeovil, Somerset. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Catherine Sample

Inspection activities

- This was the first routine inspection the provider 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.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector viewed the provision and assessed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector in writing.
- The inspector observed a planned activity and discussed it 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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