

Childminder report

Inspection date: 24 August 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	Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder has very poor knowledge and understanding of the requirements of the early years foundation stage. There are breaches to numerous requirements which have a significant impact on children's safety and well-being. The childminder does not check that her premises are safe for children to attend. She does not ensure that she takes all reasonable steps to identify and manage the risks children are exposed to, and does not supervise children at all times. The childminder does not obtain adequate information about the children to ensure their needs are met. Her knowledge of child protection procedures is limited, and she has not taken steps to improve her practice or develop her understanding of changes to legislation since her last inspection.

The childminder's knowledge of early education is weak, and she provides minimal opportunities to support children's learning and development. That said, children have a secure bond with the childminder. They form attachments to her and often seek comfort from her.

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

- While it is acknowledged that the COVID-19 pandemic has impacted on the accessibility of some training courses, the childminder has not undertaken enough professional development opportunities since the last inspection. She has not taken steps to evaluate her own practice, or identify what she needs to do to improve the quality of provision for children. The childminder fails to obtain required information about the children to meet their needs. For example, she does not maintain records with regard to any medicines needed or administered to children in her care. This means that, although she has completed paediatric first-aid training, the childminder may not be able to care for children appropriately in a medical emergency.
- The childminder does not find out about what children already know and can do when they first attend the setting. She does not plan or provide experiences that are suited to the age and developmental stage of children's learning. For example, she takes babies to an art museum. The activities that are planned are more suited for older children, as younger children lose interest. This impacts on children's attitude to learning and means they are not supported to make sufficient progress in their development.
- The childminder does not have high expectations for children's behaviour. Children do not learn how to behave well or develop good social skills. The childminder does not support children in learning right from wrong. As a result, children regularly show disruptive behaviours. This has an impact on others, and less-confident children often become upset.
- The childminder does follow children's interests. She provides them with books

about transport and takes them to visit the local steam train. Children bring books for her to read while they sit on her lap.

- The childminder has an adequate range of stimulating play resources. However, the environment is not organised well enough for children to access the resources freely to develop their own play. This is because the childminder does not identify the trip hazards and take steps to remove these risks. This impacts on the children's safety when they attempt to access the toys that interest them.
- Children learn about some aspects of living a healthy lifestyle and enjoy opportunities to be physically active. The childminder provides daily walks to the local park, nature reserve or tearoom. Children are introduced to healthy eating by planting and picking their own fruit. However, the childminder does not obtain information about children's dietary requirements or allergies, and therefore children's health and well-being are not assured. In addition, she fails to supervise children adequately as they help themselves to eat the fruit. Furthermore, she does not take steps to identify and minimise the risks to children's safety, such as scratching their hands on thorns.
- Although she talks to parents daily, she does not share next steps and fails to talk to other settings to share information. Parents receive limited information about their children's learning and development. Consistency of care and support to children across settings is not assured.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder knows some signs and symptoms that may indicate a child is at risk of harm. However, she does not know the local safeguarding procedures or about the 'Prevent' duty. The childminder has not kept her safeguarding training up to date. Therefore, she does not have the knowledge or understanding needed to follow procedures in a timely manner in the event of a concern about a child's welfare or to deal with allegations against herself or her household. The childminder fails to risk assess her home environment, both indoors and outdoors. For example, she fails to understand how cutlery within reach of children could be a potential hazard. She does not support children in learning about managing risks for themselves or how to keep themselves safe.

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
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identify risk to children's safety, indoors and outdoors, and take steps to reduce all identified risks to keep children safe	23/09/2022
ensure children are supervised at all times, indoors and outdoors, including whilst eating	23/09/2022
improve knowledge and understanding of child protection to be able to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way	23/09/2022
ensure that children's behaviour and conduct are managed effectively through the use of appropriate strategies	23/09/2022
maintain records and share information with parents and/or carers and other professionals to help ensure the needs of all children are met	23/09/2022
implement a policy and procedure for administering medicines which includes systems for obtaining information about a child's need for medication administered to a child, and keep a written record of each time medicine is administered	23/09/2022
undertake professional development opportunities and improve knowledge and understanding of roles and responsibilities to ensure quality experiences are offered for children that continually improve	23/09/2022
obtain information regarding children's dietary needs before a child is admitted to the setting.	23/09/2022

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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develop a clear and realistic intent for what children need to learn, and plan and provide age- and stage-appropriate activities to help them make good progress in all areas of their learning	24/10/2022
share information with parents and/or carers, and other professionals, to ensure they are kept up to date with the children's progress and development, and to aid consistency across settings.	24/10/2022

Setting details

Unique reference number	223761
Local authority	Shropshire
Inspection number	10231705
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	22 September 2016

Information about this early years setting

The childminder registered in 1992 and lives in Shropshire. She operates from 8am till 5.30pm, Monday to Friday all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Sophie Van Harten

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector held a discussion about her curriculum and what she wants children to learn.
- The inspector spoke with the childminder about leadership and management.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.

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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