

Childminder report

Inspection date:

14 September 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

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 welfare is not assured because the childminder does not understand how to keep children safe. Children are not safely supervised. Babies are placed on the decking in the garden and left alone with food in their mouth while the childminder goes indoors to change a nappy. In addition, the childminder does not support children to follow good hygiene routines. This poses a further potential risk to children's health.

Despite this, children enjoy their time at the childminder's home. They are confident communicators. Children readily sit with the childminder and enjoy exploring books. They are keen to name the foods they can see in the pictures, such as peppers and apples. The childminder presents additional challenge as she asks children to find different fruits and vegetables. Children excitedly turn the pages to see what they can find. The childminder introduces new words, such as 'pomegranate' and 'seeds'. Children attempt to copy these new words, which helps to extend their vocabulary.

Children develop their physical skills. For example, babies confidently crawl to the resources that they want to access. They crouch alongside two-year-old children as, together, they explore toy figures in a box. Babies watch as the childminder pushes down the top of a spinner, making the toy click and spin. Babies attempt to copy, smiling when they succeed. This helps babies to develop their muscle strength and coordination skills.

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

- The supervision of children is inadequate. The childminder does not ensure that children are always within sight or sound. During the inspection, babies were left alone to crawl outside while they still had food in their mouth. This lack of supervision puts babies at potential risk of choking.
- The childminder provides healthy snacks and fresh drinking water for children. However, she does not promote good hygiene routines. For instance, the childminder does not wash her own hands before handling food that is given to children. She does not encourage children to wash their hands before they eat or after they play outside. This does not support children's good health or well-being.
- The childminder recognises the impact that the COVID-19 restrictions have had on children. She takes children out into the local community to enable them to experience woodland walks, local parks and museums. Parents state that the childminder helps their children to learn about the outside world and nurtures their curiosity.
- The childminder develops good relationships with the children in her care.

Children receive plenty of cuddles and hugs, which they readily accept. This helps babies and children who are newer to the setting to settle quickly.

- The childminder helps children to develop their growing independence skills. For example, two-year-old children are encouraged to remove their own shoes. They help with simple tidying up activities and fetch their own drinks. This helps children learn to do things for themselves.
- Children behave well. The childminder role models how to play with resources and share with others. Children follow simple rules and boundaries. For example, the childminder gently reminds children not to throw balls in the house because they may hit someone. Children listen and take their ball outside to play. This helps children to learn how to play safely.
- The childminder knows the children well and plans appropriate targets to support them with the next stage in their education. For example, the childminder knows that two-year-old children enjoy playing ball games and watching how they move. She extends their interest by providing different-sized containers for them to throw the balls in. Children laugh as they persist at the task and keep trying to throw the balls in the basket.
- The childminder values her own continuing professional development. She links with other childminders in order to share ideas and best practice. The childminder gathers regular feedback from parents and uses the information gathered to enhance her practice.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is not assured. The childminder does not adequately supervise babies when they are eating, which could put them at risk of harm. Nevertheless, the childminder has a good understanding of the different types of abuse and the possible signs that may indicate a child is at risk of harm. This includes children who could be at risk from radical views and ideas. The childminder knows what procedure to follow if she has safeguarding concerns. She completes mandatory training, such as paediatric first aid, to keep her knowledge up to date.

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
ensure that children are adequately supervised at all times, including when eating, and are always within sight or sound	14/10/2022

ensure that good hygiene is promoted to help prevent the spread of infection, with particular regard to handwashing before meals and after outside play.	14/10/2022
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Setting details

Unique reference number	EY365088
Local authority	Leicester
Inspection number	10071643
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 10
Total number of places	8
Number of children on roll	7
Date of previous inspection	14 September 2015

Information about this early years setting

The childminder registered in 2007 and lives in north Leicester. She operates from Monday to Thursday, 7am until 6pm, during term time only.

Information about this inspection

Inspector

Susan Hyatt

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 provision.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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 observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation during a communication and language activity.
- Parents shared their views of the provision 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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