

Childminder report

Inspection date:

27 September 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

Children's safety and well-being are not safeguarded. This is due to the weakness in the security of the premises and the gaps in the childminder and her assistant's understanding of some safeguarding issues. This puts children at risk of harm.

The curriculum is limited and poorly delivered. The childminder and her assistant do not support children's learning well. As such, children do not make good progress in all areas of their development, including their communication and language development. Children choose from the range of toys in the playroom and garden. However, the childminder and her assistant provide few opportunities for children to think, talk and build on what they already know and can do.

Children are happy in the childminder's care and form warm and trusting relationships with her and her assistant. New children settle well and take comfort from them when they need reassurance. Children behave positively and learn how to share and play kindly. They lead their own play and exploration. For example, children choose when they play outside, where they ride wheeled toys. Inside, they play imaginatively with dolls and toy food, and choose puzzles. Children are keen to join in a spontaneous painting activity, during which the childminder asks them if they can name the colours. However, she does not build on this when children are unsure, in order to encourage them to learn more.

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

- The childminder does not plan or assesses children's learning effectively. She does not identify next steps for all children, and neither the childminder nor her assistant extend children's learning. This results in a lack of challenge in the activities.
- The quality of teaching is poor. The childminder and her assistant spend much of the time watching children play, and do not join in to challenge children. They do not respond to children's curiosity or interest, such as when children look for bugs outside or show adults the things that they are making and puzzles they are trying to complete. Babies explore toys on the mats for long periods of time without the adults joining in their play. They become disinterested and unable to reach toys that capture their interest. This does not help or motivate children to learn more.
- The childminder and her assistant do not help children to make good progress in their communication and language. They repeat some words back to children to model language correctly. However, they ask very few questions to encourage children to think and speak, and provide few opportunities for them to learn new words, such as the colours that they do not know. The childminder and her assistant do not respond to babies' babbles well in order to encourage their

communication.

- Children learn to manage some tasks for themselves. They wash their hands themselves and manage their meals at lunchtime. This helps to support their independence.
- The childminder has not kept her, or her assistant's, professional development up to date. She does not recognise the weaknesses in their teaching skills or curriculum delivery. They do not have a sufficient understanding of their role and responsibilities regarding children's education and how to safeguard children and keep them safe from harm.
- The childminder uses safety measures to keep children safe within the designated play areas, where they are supervised closely. However, the front door is left unlocked, meaning the premises are not secure and do not prevent unauthorised persons from entering. This places children at risk.
- The childminder builds working partnerships with parents from the start. She obtains information from them regarding their children's needs, care routines and some aspects of their development. She provides feedback to parents about their children's day and a basic summary of their development and interests each term.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder and her assistant do not have a sufficient understanding of the risks to children. They have attended training but have gaps in their knowledge and understanding, such as the risks of children being radicalised or influenced into extreme or dangerous views or behaviour. This, and the weakness security of the premises, compromise children's safety. The childminder and her assistant know the correct procedures to follow if they have a concern about a child's welfare. The childminder ensures that her assistants undergo vetting procedures to assess their suitability to work with children.

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 the premises are kept secure to prevent any unauthorised persons from entering	28/09/2022

ensure that all adults caring for children have a good knowledge and understanding of safeguarding issues and risks to children, with particular regard to the 'Prevent' duty	25/10/2022
improve professional development to ensure that all adults caring for children have the knowledge and skills to meet the needs of the children and keep them safe	01/11/2022
improve the quality of teaching to build on what children know and can do to provide targeted challenge that helps children to make good progress in their learning and development	01/11/2022
improve the delivery of the curriculum and use of assessments to support all areas of children's learning, including their communication and language development.	01/11/2022

Setting details

Unique reference number	EY378033
Local authority	Dorset
Inspection number	10257550
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 2
Total number of places	12
Number of children on roll	7
Date of previous inspection	15 February 2017

Information about this early years setting

The childminder registered in 2008. She lives in Puddletown, Dorset. She regularly works with an assistant. The childminder offers care from 7am to 5pm, Monday to Thursday. She holds a relevant qualification at level 4.

Information about this inspection

Inspector

Bridget Copson

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 childminder completed a learning walk with the inspector around her home, and she explained how it is used to meet children's needs and deliver the curriculum.
- The inspector observed activities and the quality of the childminder and her assistant's interactions with the children. She discussed the effectiveness of an activity with the childminder.
- The inspector sampled the childminder's documentation, and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' views.

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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