

Childminder report

Inspection date: 4 October 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	Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The childminder leaves unvetted adults unsupervised with children, and she does not adhere to the required adult-to-child ratios. This puts children's welfare at risk. Children do not have access to a stimulating and structured learning environment. They wander around with no guidance from adults of what to do. Babies spend much of their day strapped into bouncers and walkers for extended periods of time.

The childminder has a poor understanding of how to promote good hygiene. She changes children's nappies on the dining table and does not clean the area sufficiently after use. Cat food and a litter tray are situated on the work surface close to children's lunch boxes and drinks. The cat also spends its time on the work surface and sits on children's lunch boxes. This compromises children's health.

Children enjoy snacks throughout the day. However, the childminder does not encourage them to sit down while they eat and fails to supervise them properly, which leaves them at risk of choking.

The children have a strong bond with the childminder. They enjoy cuddles with her and seek her out to share achievements. The childminder promotes good manners. For example, children say 'please' and 'thank you' when asking for and receiving their pudding.

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

- Although the childminder has informed Ofsted about her new assistants, she has failed to follow the required process by waiting for their suitability checks to be fully completed before leaving them alone with children. This potentially puts children at risk.
- The childminder does not adhere to adult-to-child ratios and cares for too many children. Although she works with assistants, she is unable to meet the needs of the number of children she cares for. Young children spend much of their time in highchairs and walkers. Older children lie on the sofas and watch television. They quickly become bored and disengaged. The children do not receive sufficient stimulation from adults to engage them in play and learning.
- The childminder and assistants fail to promote a hygienic environment for children to play and learn. The childminder does not provide suitable areas for toileting and nappy changing. When playing outside, younger children have limited privacy when they use potties in the corner of the garden. They do not receive support to wash their hands after they use the potty. The childminder does not empty potties after use but leaves them on the garden table for long periods of time.

- The childminder does not obtain sufficient records for children to ensure she is able to keep them safe and meet their needs. She does not know the dates of birth for children who started with her several months ago. Therefore, she is unable to accurately assess their level of development. The childminder does not have emergency contacts or sufficient parent/carer details for children who attend her setting after school. This compromises children's safety.
- The childminder and assistants do not implement an effective curriculum to sufficiently meet the needs of all children. For example, when children take part in a dancing activity, younger children quickly become bored, and they leave the activity and play alone. Older children lose interest when they wait for long periods of time and begin to display unwanted behaviour. The childminder does not provide children with appropriate opportunities or challenge to develop and extend their learning.
- The children do not benefit from an environment that is rich with language. The childminder and her assistants do not recognise younger children's non-verbal cues as a form of communication. They fail to provide meaningful engagement for young children. The childminder and her assistants use closed questions when talking to the older children. This does not give them the opportunity to develop their ability to hold a meaningful conversation and learn the value of positive interactions.
- Parents are positive about the childminder and the service she provides. They report on the caring home-from-home environment she offers. They also state how happy their children are to attend and the good communication they receive from the childminder about their child's day.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder fails to ensure adults are deemed suitable before leaving them unsupervised with the children. The childminder and her assistants are able to recognise the signs and symptoms that may indicate that a child is at risk. They know how to contact outside agencies should they require further support. Assistants know who to contact should they have a concern about the childminder or household members.

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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ensure that adults whose suitability has not been checked do not have unsupervised access to the children being cared for	21/10/2022
ensure the required adult-to-child ratios are maintained so that children's individual needs are met effectively	21/10/2022
obtain records of personal information of each child to include date of birth and emergency contacts upon starting	21/10/2022
provide suitable arrangements for nappy changing and toileting, including adequate handwashing facilities, so that children and adults maintain good levels of hygiene	21/10/2022
ensure areas where food and drink are stored and prepared are clear of pets and their equipment and are hygienic	21/10/2022
ensure children are seated and supervised at all times while eating.	21/10/2022

To meet the requirements of the early years foundation stage, the provider must:

	Due date
plan and implement challenging experiences based on children's individual needs and interests to focus on what they need to learn next, to help them make good progress in all areas of learning	08/11/2022
provide children with good-quality interactions to promote their language and communication skills while ensuring their varying developmental needs are being met.	08/11/2022

Setting details

Unique reference number	101315
Local authority	Gloucestershire
Inspection number	10244491
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	12
Number of children on roll	18
Date of previous inspection	17 May 2022

Information about this early years setting

The childminder registered in 1998 and lives in the Charlton Kings area of Cheltenham. She employs three assistants to work alongside her at various times. The childminder provides care Monday to Friday, from 7.30am to 6pm, all year round. She receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe.
- The childminder spoke to the inspector about their intentions for children's learning.
- Assistants spoke to the inspector during the inspection.
- 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 carried out joint observations of group activities with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.

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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