

Childminder report

Inspection date: 4 October 2022

Overall effectiveness	Inadequate
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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 do not gain all of the skills they need for their future learning. Although the childminder knows the children well, she does not have enough knowledge of how to plan a curriculum. She does not provide activities to extend what children already know and can do. For example, she does not focus on important early skills for babies, such as their physical development and language, and instead tries to teach them things they are not ready to learn. She fails to understand the importance of offering children opportunities that build on their existing knowledge and skills. Nonetheless, children are happy and enter the childminder's home with excitement. For example, they eagerly greet visitors and friends by name when they arrive.

Children are curious and enthusiastic in their learning. For example, they jump with excitement, telling adults they are off to feed the ducks. However, the childminder fails to reflect upon children's ages and stages of development and does not meet all children's needs. For example, while older children enjoy feeding the ducks, the youngest receive little interaction while at the pond. The childminder does not effectively support children's communication and language skills. Despite this, younger children attempt to say words for themselves, such as 'duck'.

Children do not understand why behaviour rules are in place. The childminder demonstrates inconsistent expectations of children's behaviour. For example, when children struggle to share toys, the childminder does not always support them. As a result, children struggle to regulate their own emotions and behaviour. At times, this leads to a chaotic atmosphere.

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

- The childminder knows children well and uses observation to support children with special educational needs and/or disabilities. For example, she talks to parents about gaining professional advice if they have concerns about their children's development. However, although she knows the children's needs and can explain them, she does not support these within her curriculum. Children struggle to focus on activities, and they are not ready for the next stage of learning.
- The childminder does not always support children's well-being. Children become upset and are unable to manage their feelings. For example, when children struggle with their emotions, the childminder does not support them to understand this for themselves. This does not promote children's personal and emotional development.
- Children enjoy playing with their friends and exploring the toys at the childminder's setting. They are extremely confident in social situations. For

example, they talk with visitors about what they like to play with. However, children lack engagement in activities and show a lack of respect for others. For example, when children would like a turn with a toy, they take it from others without asking. The childminder fails to support this effectively, and children repeat the behaviour. This leads to a disorderly environment and hinders children's learning.

- The childminder does not do enough to tackle the poor curriculum or teaching. She does not focus her professional development plans to ensure she has the knowledge to improve the quality of education. She does not recognise areas of weakness. For example, she does not have effective strategies for assessing children's development. This has a significant impact on children's progress, particularly children who are less advantaged.
- The childminder fails to support children's communication and language effectively. For example, she does not comment on what children are doing or make use of opportunities for quality conversations with them. Children quietly sit, exploring musical toys, and the childminder does little to talk with them to extend their learning. Children enjoy pretending to cook during role play with their friends, but the childminder does not engage with them effectively and they quickly move onto something else. This impacts on children's learning, and some children do not make good progress in their language skills.
- Children know how to keep themselves safe when on outings. For example, they know they need to hold on to the buggy and listen to the childminder's requests to keep safe. However, the childminder does not have effective procedures in place for reporting accidents or injuries. She does not understand her responsibilities, and children's injuries go unreported.
- Parents say the childminder is friendly and supports their family needs well. They appreciate the daily verbal feedback they receive about their children's day. Parents explain that the childminder is caring and that the children enjoy their time with her.

Safeguarding

The arrangements for safeguarding are not effective.

When accidents happen, these are not always recorded, as required. This means that there is not always accurate information available for parents regarding any injuries to their children or first aid given. This compromises children's safety and well-being. However, the childminder attends regular training to keep her knowledge up to date, and she knows how to spot the signs and symptoms of safeguarding issues. For example, she knows how to support children who might be at risk of radicalisation or physical abuse. The childminder knows where and to whom to report if she receives an allegation about her practice. She has thorough risk assessments in place for her home and while on outings. For example, she checks her home daily for any broken items and ensures stairgates are secure.

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
plan and implement a broad and ambitious curriculum that offers children challenging experiences across all areas of learning and is adapted to meet their individual needs	28/10/2022
improve the support for children to understand their own feelings and conduct and the expectations for behaviour	28/10/2022
undertake appropriate professional development to improve knowledge and understanding of how to provide high-quality learning experiences for children	28/10/2022
keep a written record of all accidents and injuries and ensure parents are informed on the same day	28/10/2022
improve interactions with all children to engage them in activities and extend their learning so that they make better progress, including in their communication and language skills.	28/10/2022

Setting details

Unique reference number	EY345222
Local authority	West Berkshire
Inspection number	10228428
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 January 2017

Information about this early years setting

The childminder registered in 2007. She lives in Thatcham, West Berkshire. The childminder is open all year round, with the exception of family holidays and bank holidays. She works each weekday and offers some Saturday care by arrangement. The childminder receives funding for the provision of free early education for children aged four years.

Information about this inspection

Inspector

Mandy Cooper

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the childminder's setting.
- 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.

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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