

Childminder report

Inspection date:

7 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

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety cannot be assured because the childminder fails to meet a number of welfare and learning and development requirements. This means that she is not meeting the needs of all children in her care.

Children are frequently unmotivated to play and learn, and they often become restless. This is because activities do not fully stimulate children's interests. Not enough is done to ensure all children reach their full potential. For example, children do not always receive support to guide their learning, including children who speak English as an additional language. Consequently, there are significant gaps in children's speech development.

Children do not consistently learn about acceptable behaviours in an appropriate way. At times, the childminder sternly tells children 'no' and gives them little explanation for their actions. This means that children do not fully understand why their behaviours are unacceptable. As a result, children repeatedly snatch, hit and push each other. This puts other children at risk and disrupts their learning.

Overall, children are happy and settle well. They enjoy looking at a familiar story book about animals. Children have opportunities to play independently. For example, they enhance their knowledge of animals while they play with the 'small world farmyard'.

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

- Children's safety is compromised because the premises are not fit for purpose. For example, multiple signs of damp place significant risk on children's health. Furthermore, risk assessments do not identify aspects of the environment that need to be checked on a regular basis, with specific regard to children's play equipment. In addition, the sofas used by children are unsafe. As a result, damaged resources pose a threat to children's well-being and health.
- The childminder identifies the ongoing impact the COVID-19 pandemic has had on children's social skills. Therefore, she regularly takes children to toddler groups to encourage them to mix with other children in the local community.
- Although the childminder demonstrates some knowledge of promoting positive behaviours, she does not always demonstrate high expectations for children. For example, when children argue, they are not encouraged to manage conflicts harmoniously. Furthermore, at times, the childminder's involvement further hinders children's learning. For example, when children hit their friends with a toy, the childminder pries the toy from their hands to take it away from them. This contradicts expectations for positive behaviours and negatively affects children's emotional well-being.

- The childminder does not fully understand her responsibility to record all accidents that happen at the setting. This compromises children's safety, as the childminder cannot demonstrate how she actions accidents and informs parents. As a result of weak systems, the childminder cannot fully ensure risk assessments are effective to reduce the risk of accidents happening again.
- There are significant weaknesses in the childminder's understanding of her responsibilities to safeguard children. As a result, she cannot accurately identify weaknesses in practice that are inadequate. Not enough is being done to monitor the quality of the provision. For example, the childminder has not identified times when exceptions made to the usual ratios negatively impacts children. This means that children's individual needs are not met.
- The childminder does not effectively use observation and assessment when planning the curriculum. For example, she does not reflect on what individual children can do and what they need to learn next. Therefore, she does not provide suitable activities that help children to make progress. This limits the progress children make and constantly hinders their levels of engagement.
- The childminder has not yet completed the required progress checks for all children aged two and three years. This means that she has not effectively assessed children's needs early and prepared them for the next stage of their education.
- Communication with parents is not strong enough. For example, the childminder does not always provide parents with information about children's progress, and she does not share ideas or suggestions with parents to enhance children's learning at home. This impacts children's progress. Despite this, parents say that they are happy and that their children are happy too.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder fails to identify the risks and hazards in the home. Consequently, children's safety is compromised. Some rooms used by children and the bathroom shows signs of damp. This increases children's risk of developing health problems. The childminder mends broken toys and furniture with heavy duty tape. Furthermore, children frequently stand and sleep on a sofa that is in disrepair. This increases the risk of injury to children. The childminder holds a relevant safeguarding certificate, and she has sufficient knowledge and understanding of the possible signs and symptoms of abuse. The childminder has an understanding of the correct procedures to follow should she have concerns about a child's welfare. However, she does not keep a record of all accidents or of the first aid given to children. This means that children's safety cannot be assured.

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
ensure the premises are safe and fit for purpose to ensure there are no risks to children's health and well-being	21/10/2022
improve the risk assessments to identify aspects of the environment that need checking on a regular basis in order to minimise or remove any risks to children health and safety	21/10/2022
ensure that the individual needs of all the children are met when exceptions are being made to exceed the usual ratios	21/10/2022
improve behaviour management procedures to ensure children's behaviour is managed in an effective and appropriate way, ensuring they learn what is expected from them	21/10/2022
keep a written record of all accidents sustained by children at the setting, including the first aid given	21/10/2022
develop your knowledge and understanding of how to carry out effective risk assessment.	21/10/2022

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

	Due date
ensure planning takes account of the individual needs of all children to ensure they receive targeted support to guide their learning and development	28/10/2022
ensure the progress check is carried out effectively for all children between the ages of two and three years and shared with parents	28/10/2022

improve partnership working with parents to consistently share information about children's progress and how parents can further support learning at home.	28/10/2022
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Setting details

Unique reference number	EY103646
Local authority	Staffordshire
Inspection number	10234616
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	6
Number of children on roll	9
Date of previous inspection	10 November 2016

Information about this early years setting

The childminder registered in 2002 and lives in Stafford. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is eligible for funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

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.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection. The views of parents were considered by the inspector through face-to-face discussions.
- The childminder provided the inspector with a sample of key documentation on request, including the safeguarding policy.

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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