

Childminder report

Inspection date: 4 October 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is inadequate

Although the childminder has addressed some actions from her previous inspection, other significant weaknesses have emerged. The welfare of children cannot be assured. This is because the childminder does not have a good enough understanding of how to manage risks effectively to keep children safe from harm. In addition, the quality of teaching and learning that children receive is poor. For example, the childminder and her assistant do not support children well enough to use the equipment they are given, such as paintbrushes or plastic knives. Consequently, children are not able to complete the tasks that are set out for them. The childminder does, however, support older children to share resources with their younger peers as they play with each other. Children comment that they are going 'shopping' together while they play outside. They generally behave well.

Older children enjoy sharing stories with the childminder and they respond well to her questions. However, the childminder's curriculum lacks depth as it does not cover all areas of learning effectively. This hinders the progress children are able to make in all areas of learning from their starting points. That being said, children enjoy sensory activities, such as sand and water play. They also play cooperatively together on the bicycles and scooters in the garden.

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

- The childminder's aim for her curriculum is to support children to become inquisitive learners. However, her curriculum is not broad enough and does not consistently cover all areas of learning. For example, the childminder does not support children to develop their early mathematical skills as they play. This limits children's opportunities to make adequate progress in their development across all areas of learning.
- The childminder finds out children's starting points from parents. She also completes her own observations and assessments to identify what children need to learn next. This includes the progress check for children between the ages of two and three years. However, the childminder does not use the information she has gathered well enough to plan a range of rich and purposeful activities for the children to take part in. This does not enable the children to build effectively on what they already know and can do.
- The childminder attends some training. However, she does not utilise the knowledge gained from training to consistently support, coach or monitor the practice or overall effectiveness of her assistant. For example, there are times when children receive minimal interaction from the assistant. This has an impact on the overall quality of the setting and on the quality of teaching and learning that children receive.
- The childminder provides the children with opportunities to learn about their

similarities and differences. She uses events throughout the year to teach the children about others. The childminder encourages children to ask questions so they can find out about other religions, cultures and people. This provides a secure foundation for children to deepen their understanding and learn how they can be respectful and show care towards others.

- The childminder makes referrals to other professionals and works well alongside parents to ensure that children receive the specialist help or support they require in their care. Parents comment positively about the childminder and the care their children receive.
- The childminder is keen for children to be emotionally ready for school. She uses a range of strategies to support children as they prepare to leave her setting to start at school or other settings.
- The childminder encourages children to wash their hands before and after meals. She speaks to the children about the importance of hygiene. Children are also given plenty of opportunities to get physical while they play in the garden. This approach is successful in supporting children to learn how they can live healthy lifestyles.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not carry out effective risk assessments to ensure that children are kept safe. For example, external gates are left unlocked, which means that anyone can get direct and unsupervised access to children as they play in the garden. Furthermore, when children fall over in the setting, the childminder does not check them for any injuries that may have occurred. She also does not ensure that this information is recorded and that parents are informed as soon as possible. As a result, children's safety is compromised. That said, the childminder's knowledge of the different types of abuse and the action to take if concerned about the welfare of a child is secure. The childminder now ensures that Ofsted is aware of those who work with children, so their suitability can be checked. Her knowledge of the adult-to-child ratio requirements has also improved. The childminder now ensures that children are signed in and out with actual times of attendance.

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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implement robust risk assessments to ensure that the setting is safe and suitable for children and that the premises are secure	01/11/2022
improve accident procedures to check any injuries that children may have incurred while at the setting and keep a written record of accidents or injuries and inform parents on the same day or as soon as reasonably practicable.	01/11/2022

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

	Due date
ensure the curriculum covers all areas of learning to enable children to make good progress across all areas of development	29/11/2022
use the information gained from observations and assessments to inform planning and provide rich and purposeful activities for children to engage in	29/11/2022
utilise knowledge gained from training to coach, support and monitor the performance of assistants, to help raise the overall quality of the provision.	29/11/2022

Setting details

Unique reference number	2531882
Local authority	Staffordshire
Inspection number	10238788
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	1 to 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	7 April 2022

Information about this early years setting

The childminder registered in 2019. She lives in Tamworth, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the setting and discussed with the childminder how they ensure it is safe and suitable for the children.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder. The inspector also viewed feedback left by parents and took account of their views.
- The inspector observed the interactions between the childminder, her assistant and the children.

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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