

Childminder report

Inspection date: 20 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	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not have high expectations for children. They do not follow instructions. When the childminder asks the children to tidy away, they reply 'no' and the childminder does it for them. She does not teach them what is right and wrong. The children, therefore, do not learn what is acceptable behaviour. The childminder does not encourage the children to be kind or show respect for each other. When sat together, the children snatch toys and pull each other's hair. This often results in younger children being hurt. Children will play alone, but when another child joins them, they snatch toys away and shout. The childminder has not taught the children what impact their behaviour has on others. When reading a story, children push and shove the child next to them, hurting them and interrupting the activity.

Children do not make sufficient progress. They do not demonstrate an understanding of what is being taught. For example, children are unable to answer simple questions about a story being read as they have not engaged in the activity. Children often refuse to join activities as the childminder does not engage and interest them. Therefore, children do not listen, and they display poor behaviour. For example, a child does not want to sing and play the musical instruments. When the childminder asks them to join, they reply 'no' and throw toys. Children do not demonstrate positive attitudes to learning as the childminder does not provide stimulating and age-appropriate resources and activities. That said, children show they are comfortable with the childminder. They go to her for reassurance and cuddles.

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

- The childminder has made the decision to increase the number of early years children attending her setting. However, she does not demonstrate that she can meet all their needs. She does not engage in good quality interactions with all children. The childminder acknowledges the negative impact on children's learning and development when she is caring for an increased number of young children. For example, children's behaviour is poor as the childminder cannot provide them with enough individual time and attention.
- The childminder does not respond appropriately to children's feelings and emotions. She dismisses children's emotions when they are upset. The childminder does not respond to children's needs through warm and positive interactions. Some comments she makes to children are derogatory and belittle their feelings and emotions.
- The childminder does not implement her curriculum effectively. She intends for children to learn independence skills before starting school. However, children are not given opportunities to do things for themselves, such as putting on or

taking off their own shoes and coats or selecting resources. However, older children can take themselves to the toilet and wash their hands.

- The childminder demonstrates good relationships with parents. She gives regular feedback to them regarding care and daily routines. However, she does not consistently support parents to help their children's learning at home or share regular feedback regarding children's learning and development at the setting.
- The childminder does not challenge children's unwanted behaviours and, therefore, children are at risk of being hurt. The childminder does not give the children clear boundaries and expectations so they do not understand what is expected of them.
- The childminder does not adapt activities for the range of ages and abilities of the children. For example, children are asked to join a colour-matching activity. The childminder provides the resources and asks the children to identify each colour. The childminder explains that the children in the group cannot yet name colours. Therefore, she is setting the children up for failure. She does not attempt to teach the children each colour.
- The childminder provides some effective support for children who speak English as an additional language. For example, she works with parents to learn some simple words in the children's home language.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder shows a poor understanding of her safeguarding responsibilities, and this puts children at risk. Although the childminder has attended safeguarding training, she does not demonstrate a secure enough knowledge about how to keep children safe from harm or abuse. She does not know how to protect young girls from the risk of female genital mutilation. The childminder has a safeguarding policy in place. However, she does not understand her policy and, therefore, cannot identify who to contact to make a referral if she has a concern about a child. The childminder is not confident to discuss her responsibility with regards to the 'Prevent' duty.

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
improve understanding of safeguarding procedures, including the policy in place, in order to protect children from harm	03/11/2022

implement a challenging and ambitious curriculum that takes account of the individual needs of the children who attend, so that they make at least good progress	17/11/2022
consider the needs of children and the impact on their learning and development when caring for an increased number of young children, to ensure their individual needs are always met	17/11/2022
implement consistent and positive methods of managing children's behaviour, to ensure children understand the consequences of their behaviour and that some behaviours are unacceptable.	03/11/2022

Setting details

Unique reference number	2583524
Local authority	Peterborough
Inspection number	10251050
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Peterborough. The childminder is open from Monday to Friday, all year round, from 7am until 6pm. She closes for bank holidays and family holidays.

Information about this inspection

Inspector

Vikki Reynolds

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out two joint observations during group activities.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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