

Childminder report

Inspection date:

2 November 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 breaches to the early years foundation stage requirements impact children's safety, overall well-being and the education they receive. This is because the childminder lacks understanding of the requirements of her role and fails to meet the standards expected of her.

The quality of education children receive is weak and does not allow all children to make good progress. Children are not always keen and eager to take part in activities on offer. This reduces their experiences and exposure to developing new skills and knowledge. Children are not challenged, which reduces their engagement levels. They get bored and attempt to find their own learning in the poorly designed environment. Their boredom impacts their emotional well-being, and they become tearful. Some children's behaviour deteriorates, and they get into conflict with one another.

The environment is not set up well to support all children's age and stage of development. The youngest children are often picked up and moved from one area of the premises to another, with little interaction. Assessments completed on children are not always accurate. This prevents parents from being fully informed about areas in which their children struggle, which therefore also prevents any early intervention being requested. Children access some enjoyable activities, such as making train tracks and using different tools to paint. They happily find their names to self-register their attendance.

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

- The childminder has failed to complete an effective induction for her newest assistant. This impacts her ability to know and follow the setting's policies and procedures, including to safeguard children effectively.
- The childminder demonstrates a weak knowledge of how to identify risks in her premises and address these swiftly. For example, young babies crawl around while wires from a baby monitor hang in their way. Children are not encouraged to tidy away their toys regularly. This causes trip hazards and fails to teach children to take care of their environment.
- There are areas in the premises that children play that are not suitably clean and maintained throughout the day. For example, food preparation areas are not cleaned regularly, and babies crawl over unclean changing mats. The childminder does not promote good hygiene practices for children effectively. They are not always encouraged to wash their hands before mealtimes. This poses a health and safety concern and heightens the risk of infection.
- Children do not make good progress in their learning and development. The childminder does not have a secure understanding of the early years foundation

stage. She does not provide a curriculum that builds on what children already know and what they need to learn next. Her inaccurate assessments of children's abilities and achievements, and poor planning, result in children not engaging in purposeful activities or receiving early intervention.

- The key-person system is not fully effective to help children settle, have their needs met and build good relationships with parents. Children who speak English as an additional language are not fully supported to progress well in their overall development. This has a significant impact on the progress that they make.
- The childminder does not ensure that care practices support children's emotional security and privacy or promote good hygiene. For example, children have their nappies changed in the middle of the room while other children play around them.
- Children's behaviour is not well managed. The childminder uses strategies, such as distraction. However, for the majority of the time, this is unsuccessful, resulting in children becoming distressed and the behaviour continuing. Children do not learn about their feelings and those of others, to help them learn how to manage their emotions and resolve conflicts.
- The childminder does not manage the routine well to support children's well-being. This results in children becoming upset and frustrated, such as when preparing to go outside to play.
- The childminder helps to support children to develop a love of songs and stories. Together, they sing familiar songs and use prompt sheets to count 'five little ducks'. The childminder encourages mathematical development with ease as she talks about toys such as small-world animals and how many there are all together. Older children like to sit with the childminder and enjoy their favourite stories.
- Parents share positive written feedback about the childminder. They like that their children go on outings and how warm and inviting the childminder is. They feel that their children have fun and are happy.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has a good knowledge of the procedures to follow regarding a child protection concern. She also knows the procedures to follow should an allegation be made against her, an assistant or a household member. However, she does not ensure that her assistant also understands the procedures. The childminder's assistant does not have a secure understanding of the actions she must take if she has a safeguarding concern about a child or if an allegation is made. The childminder does not fully ensure her premises are fit for purpose and safe for children at all times, and her knowledge of risk assessments is not robust.

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
implement an effective induction process and ongoing supervision to ensure assistants have the skills, training and knowledge to fulfil their roles and responsibilities, with particular regard to safeguarding children	16/11/2022
improve the key-person system to ensure all children settle well, have their well-being and learning development needs supported and that partnerships are built with all families to promote information sharing	23/11/2022
implement consistently good health and hygiene practices so that children learn the importance of good hygiene	16/11/2022
implement clear procedures for supporting positive behaviour, to enable children to learn about their own feelings and how their feelings affect others, enabling them to begin to manage their own conflicts	23/11/2022
ensure the premises are fit for purpose, clean and hygienic, with particular regard to the food preparation and eating areas as well as the garden	16/11/2022
improve arrangements to identify and minimise risk throughout the premises, to ensure all areas are safe for children	16/11/2022
ensure assessments are used to accurately identify gaps in children's development and that swift action is taken as a result to ensure children who speak English as an additional language have the opportunity to catch up quickly	23/11/2022

improve procedures for carrying out care practices to ensure children are given privacy and develop good emotional security	16/11/2022
improve the educational programmes to ensure children access meaningful learning opportunities for their age and stage of development that cover all areas of learning.	23/11/2022

Setting details

Unique reference number	2578317
Local authority	Southampton
Inspection number	10250944
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in June 2020 and operates each weekday, throughout the year. She is located in the Bitterne area of Southampton. The childminder works with assistants. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Hayley Doncom

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 this into account in their evaluation of the provider.
- The inspector and childminder carried out a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with the children, the childminder and her assistant at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including assistant's suitability checks, parent feedback and two-year-old progress check.
- The inspector held a leadership meeting 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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