

Childminder report

Inspection date:

17 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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's well-being and safety are at risk of harm. The childminder does not carry out effective risk assessments. She does not identify potential hazards on the premises or remove them to keep children safe. For instance, in the garden a paddling pool filled with dirty rainwater is left uncovered next to the slippery decking. Some surfaces in the environment are unclean, creating an unhygienic space for children to play and eat their snacks and meals in. For example, the dinner table is piled high with various items from the childminder's home, and they are not cleared when the children sit at the table to have their lunch. This has a significant impact on the childminder's ability to keep the children safe and secure.

Children lack engagement in activities, and the disorganised environment hinders their learning. For instance, children continually get toys out but do not engage in meaningful play and are not encouraged to tidy toys away. Children quickly become restless, which impacts their behaviour. Therefore, children have limited learning experiences.

Despite significant weaknesses in practice, children are happy and get along with each other. They enjoy an affectionate relationship with the childminder. For example, the childminder comforts and cuddles children when they become unsettled.

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

- The childminder does not ensure that risk assessments are robust or identify potential hazards. The back door is left open, which means the children can access the garden and the uncovered pool. This poses a risk to children of drowning. The grass is too long and consequently dog faeces is not seen or removed. The garden area is not safe for children.
- When the childminder exceeds the usual adult-to-child ratios, she is unable to meet all children's needs. The environment is chaotic, and the childminder is unable to provide all children with effective care and education. As a result, the childminder acts mainly in a supervisory capacity rather than supporting children's learning and development and promoting all children's well-being. The childminder is unable to recognise the negative impact on the children of working over the usual adult-to-child ratios.
- The childminder does not provide opportunities for children who speak English as an additional language to use their home language in play. She has not gathered any information about their culture, the languages children and their families use at home or the ways they communicate. This has an impact on children's sense of belonging.
- The childminder has good relationships with parents. Parents are positive about

the care their children receive. Parents value the communication from the childminder and comment how their children are happy.

- The childminder's self-evaluation is ineffective. She does not identify her strengths and weaknesses to help her improve. The childminder attends mandatory training, such as paediatric first aid. However, she does not access training opportunities for her continuous professional development, to improve the quality of teaching. This impacts on the childminder's ability to ensure that children make progress.
- The childminder does not consistently promote good hygiene routines with children. Despite children playing on the floor and with the dog, not all children are supported to wash their hands before they eat. Children pick up toys that the dog has trod on and put them in their mouths without the childminder noticing. The childminder does not consider hygiene implications, as she does not wash her hands between changing children's nappies. This means children do not begin to understand the importance of health and hygiene from an early age.
- Children eat meals prepared in a kitchen where the food preparation areas are dirty. Worktops are cluttered with both food and non-food items. Furthermore, the childminder does not demonstrate suitable hygiene practices before serving food to children. For example, food was placed on the table that had not been cleaned. This fails to promote children's good health.
- The childminder does not embed all routines clearly, meaning the setting can quickly become hectic and disorganised. For example, while the childminder attempts to model tidying up to the children, she does not do this consistently, and the floor becomes messy with trip hazards. The childminder does not reinforce rules and boundaries. For example, children copy the actions of the dog, climbing and jumping on the furniture. This impacts on children's behaviour.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not identified potential risks to children. This compromises children's well-being and does not ensure children are safeguarded. For example, the childminder does not recognise the risk of lots of toys being out and causing trip hazards. The childminder attends safeguarding training. She can identify the signs and symptoms that may indicate a child is at risk of harm. The childminder has good knowledge of child protection and the procedures to follow should she have a concern about a child or an adult.

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 effective risk assessments are carried out, indoors and outdoors, to identify potential risks to children, and take action to reduce these risks to ensure children's safety and well-being	28/11/2022
implement effective hygiene procedures for children, to prevent the spread of germs and infection, including appropriate hygiene practices to ensure the premises and resources for children are clean and well organised	28/11/2022
ensure that expectations for behaviour are consistently applied, to support children in learning to manage their own behaviour and understand what is expected of them.	28/11/2022

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide opportunities for all children to develop an understanding of diversity and celebrate a range of cultures and faiths, including their own	02/12/2022
improve knowledge and understanding of how to provide a well-designed, broad and balanced curriculum for children	02/12/2022
gain a secure understanding of the required adult-to-child ratios, to ensure that all children's learning and well-being needs are met when exceptions are made to usual ratios.	02/12/2022

Setting details

Unique reference number	EY393455
Local authority	Southampton
Inspection number	10248001
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 June 2022

Information about this early years setting

The childminder registered in 2009. She lives in Sholing, Southampton. The childminder provides care Monday to Friday, from 7.30am to 6pm, throughout the year. She offers places for the provision of free early education for children aged two, three and four years. The childminder holds a recognised qualification at level 3.

Information about this inspection

Inspector
Nicole Atkinson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder 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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation of a group activity 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022