

Childminder report

Inspection date:

7 November 2022

**The quality and
standards of early
years provision**

**This
inspection**

Not met (enforcement)

Previous
inspection

Good

What is it like to attend this early years setting?

This provision does not meet requirements

The childminder has failed to ensure that they fulfil all their legal roles and responsibilities. Children are regularly left in the sole care of the childminder's assistants, who do not have a current paediatric first-aid certificate. Furthermore, the childminder and her assistants do not have sufficient knowledge of all safeguarding and child protection issues. In addition, the childminder does not implement an effective mobile phone procedure. This means that children's welfare cannot be assured.

Although there are significant weaknesses related to safeguarding, children enjoy the time they spend at the setting. Children are pleasantly greeted by the childminder's assistants at the end of their school day. Their walk back to the childminder's home is a social occasion. They talk among themselves, sharing stories about their day at school. Children demonstrate an awareness of road safety. They walk sensibly and with care. Children are reminded of rules that help to keep them safe. For example, they are reminded not to talk while assessing if it is safe to cross over the road. They arrive happily at the childminder's home and show a sense of belonging as they put away their personal items. Generally, children behave well. They show respect for each other as they share their resources and happily play together.

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

- Children's welfare and safety are compromised. Although the childminder, and her assistants, can identify some signs and symptoms of child abuse, they do not have a secure knowledge of all aspects of safeguarding. They are unable to identify the signs that a child could be at risk of extremist or radical views or that a child is involved in county lines. Therefore, they are not consistently able to identify when children are at risk of harm and take action to safeguard them.
- The leadership and management within the childminding setting are weak. The childminder does not have effective systems in place to ensure that the knowledge and skills of her assistants are kept up to date and monitored. Although some professional development opportunities are available for assistants, they are not targeted to improve the quality of care and experiences for children. Furthermore, the childminder does not prioritise her own professional development. She does not strive to improve the quality of her provision and ensure the competence of her assistants.
- The childminder and her assistants have good relationships with the children they care for. As children leave at the end of the day, they give the childminder a hug. Children say that they feel well looked after and cared for and that they enjoy playing with their friends. Children are happy and comfortable in the care

of the childminder and her assistants.

- Relationships with the staff at the school that children attend are satisfactory. As children are collected, the assistant asks some of the teachers how the child's day has been. However, this is not consistent for all children. The assistant shows some awareness of strategies used by the school to support children with behavioural issues. However, partnership working requires strengthening to enhance the continuity of care for children.
- The childminder gathers important information about children before they join the setting. For example, they find out about children's likes, dislikes and routines. The childminder also gathers and uses information about allergies and any dietary needs. This helps to ensure that children's individual needs are met.
- Children enjoy some of the activities available to them. They decide that they want to do a colouring competition. The childminder's assistant sets them a challenge. Children show high levels of engagement as they use their imagination to create their own pictures. However, the childminder does not always consider children's interests and plan activities for children to take part in. As a result, towards the end of the session, children become disengaged from what is available to them, and the environment becomes chaotic.
- Feedback from parents is positive. Parents describe the childminder as being reliable and supportive. They credit the childminder for helping their children to become 'well-rounded' individuals that can share, appreciate diversity and build friendships. They appreciate regular updates from the childminder and feel like she treats the children in her care as if they were her own.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder and her assistants have knowledge of some safeguarding and child protection issues. They can recognise some signs of child abuse and know what processes to follow if they have concerns about a child's welfare. The childminder also knows what action to take if an allegation is made against one of her assistants. However, the childminder and her assistants do not have a robust knowledge of all aspects of safeguarding. They lack knowledge in regards to the 'Prevent' duty. Furthermore, they are unable to recognise the signs that may indicate a child is involved in county lines. This impacts on their ability to protect children from harm effectively. Children are regularly left in the sole care of the childminder's assistants. As the assistants do not have a full and relevant paediatric first-aid certificate, children's safety is compromised. The childminder has not considered the implications of children using mobile phones in her setting. She allows older children to access the internet to watch videos and listen to music. This potentially puts children at risk.

What does the setting need to do to improve?

The provision is not meeting requirements and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that at least one person who has a full and relevant paediatric first-aid certificate is always present when caring for children, including during their commute to and from school	09/12/2022
make sure that all individuals working with children have a secure knowledge and understanding of all aspects of safeguarding and child protection	09/12/2022
implement an effective mobile phone and internet procedure to ensure children's safety is assured at all times	09/12/2022
ensure that assistants receive regular supervision to monitor their knowledge and skills and identify appropriate professional development opportunities that support them in their role	09/12/2022
seek professional development opportunities to further knowledge and ensure the quality of experiences provided for children continually improves	09/12/2022
maintain a regular two-way flow of information with the schools children attend, to ensure consistency in their care and learning.	09/12/2022

Setting details

Unique reference number	403743
Local authority	Birmingham
Inspection number	10234542
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	5 to 10
Total number of places	18
Number of children on roll	10
Date of previous inspection	15 December 2016

Information about this early years setting

The childminder registered in 2001 and lives in Great Barr, Birmingham. The childminder provides out-of-school care during term time. Opening hours are from 7am to 9am and 3pm to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification and works with two assistants.

Information about this inspection

Inspector

Roxanne Mason

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 observed the interactions between the childminder, the assistants and children.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector during the inspection.
- The inspector talked to the childminder and her assistants at appropriate times during the inspection and took account of their views.

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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