

Childminder report

Inspection date: 4 January 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's health, safety and welfare is compromised. The childminder leaves one assistant alone with a large number of young children, some of whom have special educational needs and /or disabilities (SEND). The assistant is unable to meet the needs of the children in her care. For example, a child wanting to go to the toilet was unable to do so. This is because there were no other adults present to supervise the remaining children. Children are cared for within a chaotic environment which results in some becoming extremely distressed and need comfort which the assistant is unable to provide. The childminder and her assistants demonstrate poor knowledge of how to recognise and respond when children are at potential risk of harm. These weaknesses mean that children are not kept safe. For instance, children play with electrical wires and unsafe items. This goes unnoticed by the childminder and her assistants.

Children have limited resources and, although they show some interest in the few toys available, they are not motivated to learn. The childminder and her assistants do not provide learning opportunities related to the children's interest or age and stage of ability. Consequently, children make very limited progress.

The childminder cares for a high number of children with SEND. However, a weak understanding of how to meet their needs means that they do not make sufficient progress. Some children show a bond with the childminder and her assistants. They will seek them out for a cuddle or take a toy to them.

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

- The childminder does not provide safe and suitable areas for children to explore, learn and rest. Children are cared for in an unhygienic environment. For example, there is a strong smell of animal urine throughout the property including in rooms where children sleep. Children sit on dog blankets while playing on the sofa and watching television.
- The space available for the number of children being cared for is not sufficient. Large items such as a sofa, tables and prams take up much of floor space significantly reducing the space available for children to play. Children climb onto the sofas as there is limited space for them to play on the floor.
- The childminder and her assistants do not supervise young children effectively, leaving them at risk of injury. They do not ensure that young children are securely fastened into highchairs at mealtimes and others walk around drinking milk and juice from bottles with teats. Some pick up other children's bottles and drink the remaining contents presenting a risk of cross contamination. Children eat paper and others walk around with sharp pencils. This goes unnoticed by the adults who fail to support children to learn about how to keep themselves safe.

Sleeping children are not checked or monitored and are placed to sleep with blankets covering their faces. Children move into rooms where they are unsupervised without adults noticing.

- The childminder provides some limited opportunities for older children to develop their language and communication skills. For example, she reads them a story and asks questions about what is happening. She gives a high five for praise when they know the answer.
- The childminder and her assistants do not provide any meaningful engagement for younger children and for those children with SEND. Children who have additional needs do not receive the help they need because the childminder has not identified ways in which they can be supported. The childminder and her assistants do not engage effectively with them, and they do not give them the opportunity to develop their ability to hold meaningful conversations or learn the value of positive interactions.
- Children are not provided with a suitable curriculum that meets their needs. The childminder and her assistants do not have a good enough understanding of what the children in their care need to learn. Children wander around with no guidance and limited interaction from the adults that care for them. Some spend extended periods of time in prams in front of the television and are not provided with activities that help them to learn and develop.
- The childminder and her assistants do not recognise risk or understand how to manage hazards effectively. Consequently, children are exposed to danger within the environment. For example, children play with a mop bucket of dirty water, while others climb on tables and the sofa and reach to touch hot oil burners and hot lightbulbs in lamps. Medication and hazardous cleaning products are stored within children's reach. Where control measures have been identified these are not complied with. For example, a number of dogs are present in the rooms where children are cared for; despite the dogs demonstrating aggressive behaviours around children. Assistants struggle to control the dogs and they are not always placed outside.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder fails to ensure ratios are suitable, leaving one assistant with large groups of young children. The assistant fails to meet the children's needs. The childminder and her assistants do not take the necessary steps to keep children safe. They do not supervise children sufficiently and are unable to identify potential risks or act upon these quick enough.

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 all staff working with children have a good knowledge and understanding of how to keep children safe	10/01/2023
implement effective risk assessments of all areas used by children and take steps to ensure children are not exposed to risk and are kept safe	10/01/2023
ensure there are systems in place to meet the individual needs of all children, including children with SEND	25/01/2023
ensure that the premises and equipment are organised in a way that meets the needs of all children, ensuring there is sufficient space for the number of children being cared for	25/01/2023
ensure that adult child ratios are met	25/01/2023
ensure adults are deployed appropriately so that children are adequately supervised and their needs are met.	25/01/2023

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

	Due date
provide all children with good-quality interactions to promote their language and communication skills	03/02/2023
implement a curriculum tailored to what children need to learn next and ensures they progress in their learning and development.	03/02/2023

Setting details

Unique reference number	EY321415
Local authority	North Somerset
Inspection number	10269917
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	0 to 3
Total number of places	10
Number of children on roll	14
Date of previous inspection	8 October 2018

Information about this early years setting

The childminder registered in 2006. She lives in Weston-super-Mare, Somerset. The childminder employs three assistants. She offers care for children each weekday from 6.45am until 6.30pm, all year round. The childminder holds a childcare qualification at level 4 and one of her assistants holds a qualification at level 3. She receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspectors

Marie Swindells
Champa Miah

Inspection activities

- This inspection was carried out as a result of a risk assessment, following information we received about the provider.
- The childminder showed the inspector the premises.
- The childminder spoke to the inspector about the children's learning.
- Assistants spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.

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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