

Childminder report

Inspection date: 10 January 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

The childminder does not provide children with a good start to their education. This has a negative impact on the progress that children make. Children enjoy the company of the childminder. However, she does not meet all of their learning needs well, particularly when she minds more than three children in the early years age range. At times, this leads to a chaotic and disorderly environment. Children do not make the progress that they are capable of or gain the skills they need in readiness for the next stage of their learning and school.

Children learn to manage their needs, such as accessing drinks when they are thirsty and feeding themselves. Older children learn to dress in their outdoor clothes. However, the childminder does not have appropriate arrangements in place to help children to learn about making healthy choices. She does not make effective use of mealtimes to progress children's learning. For example, children sit facing the television as they eat and do not interact with each other or the childminder.

Children use their imaginations as they play. For example, they recreate familiar roles and experiences. Older children pretend to be doctors and encourage younger children to be their patients. Two-year-old children role play with dinosaurs and superhero toys. They create simple storylines, such as roaring like dinosaurs and chasing after other characters.

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

- The childminder has failed to identify where her practice breaches the requirements. The quality of the service she provides has declined significantly since the last inspection. The childminder engages in mandatory training relating to safeguarding and paediatric first aid. However, she is not committed to her ongoing professional development. This has a negative impact on children's experiences at her setting.
- The childminder does not understand the ratio requirements. Her circumstances do not meet the criteria to allow her to make an exception to exceed the usual adult-to-child ratio. Although she considers what she can do to keep children safe, at times she cares for too many children. For example, she straps babies and two-year-old children into highchairs to keep them safe as she prepares meals. At these times, this practice does not meet the development needs of the four children in her care who are in the early years range.
- The childminder fails to support children's health well enough. She does not ensure that they learn about making healthy food choices and limiting sweet treats. The childminder does not follow consistent routines to help children learn about reducing the spread of germs and the importance of regular handwashing.

- The childminder has a poor knowledge of child development and the ways that young children learn. Her educational programmes for children are basic and not ambitious enough to ensure that children are provided with experiences that continually build on their knowledge and skills. For example, children scramble to sit on the childminder's lap to share a book about teeth. However, the childminder does not make good use of the opportunity to support their learning or match her teaching to the children's various stages of development.
- Teaching is weak. The childminder does not use her observations of children's achievements and assessment information to identify what they need to learn next, and to plan for their learning. Her teaching is not matched to children's stage of development. For example, two-year-old children sit strapped in highchairs to read flashcards and repeat the words that the childminder shows them. They are not engaged or interested and wriggle to free themselves.
- Weaknesses in the childminder's curriculum have a negative impact of the progress that children make in their personal development, particularly when learning to manage their feelings and behaviour. For instance, the childminder does not support two-year-old children to understand the expectation to sit on chairs at mealtimes.
- The childminder provides children with some effective opportunities to be physically active, such as walking in the woods and time for exercise. Older children request 'exercise time' and follow the video instructions to complete moves, such as 'jumping jacks'. They join in with the childminder to count the jumps. However, the childminder does not identify how she can adapt the movements to encourage two-year-old children to participate, and they quickly lose interest.
- The childminder keeps parents updated about the activities she provides the children. Parents appreciate the regular communication about their child's day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands about signs and symptoms of abuse and about the local safeguarding partnership's reporting procedures. She attends training to help keep her knowledge of safeguarding procedures updated. The childminder completes effective risk assessment of her home to identify and minimise hazards to children. She supervises them closely and is aware of where they are playing. The childminder teaches children to be alert to risks and about keeping themselves safe, such as teaching older children about safe equipment for babies to play with.

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
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improve understanding of when and why exceptions to the usual ratios can be made and ensure that the individual needs of all children are met at all times	10/02/2023
improve the arrangements to support the children's health, with particular regard to providing healthy, balanced and nutritious meals and snacks and to support children's understanding of good hygiene routines	10/02/2023
undertake appropriate training and professional development opportunities to ensure quality learning and development experiences are offered for children that continually improve	10/04/2023
improve knowledge of how young children learn and provide them with an age- and stage-appropriate curriculum that motivates them to make good progress in their learning, with particular regard to their personal social and emotional development, communication and language, and physical development.	10/04/2023
improve use of observations and assessments, and adapt teaching to provide opportunities that engage children and build on what they already know and can do.	10/04/2023

Setting details

Unique reference number	EY487501
Local authority	Sandwell
Inspection number	10264712
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	22 June 2017

Information about this early years setting

The childminder registered in 2015 and lives in Smethwick, West Midlands. She operates from 8am to 5pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 childminder and has taken that into account in their evaluation of the setting.
- 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 indoors and assessed the impact that this was having on children's learning.
- Parents and grandparents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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