

Childminder report

Inspection date: 18 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 safety and well-being are not assured because the childminder has a poor knowledge and understanding of the welfare and learning and development requirements. She fails to meet some of these. As a result, she is not able to meet the needs of all children in her care.

Children do not learn about accepted behaviours well. The childminder tells children what they must not do, such as hitting their friends or snatching toys. However, she does not offer appropriate explanations about their actions. This means children do not effectively begin to learn right from wrong and that their behaviours are unacceptable.

Children's learning is not supported effectively. The childminder does not interact with children in play or plan appropriate learning for them. Her teaching is not effective to ensure that children make the best progress they can. The children have little opportunity to choose their own play as the organisation of resources does not support this. Despite this, overall, children settle well and are happy, seeking comfort from the childminder when they need it. They show some levels of confidence and mainly join in with the activities on offer, for example, water play or mark making. Children explore the environment independently using their developing physical skills, such as crawling and cruising.

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

- The childminder has a poor understanding of potential risks to children and her risk assessments are ineffective. She does not use the safety measures that she has put in place, for example, stairgates. As a result, children freely enter the kitchen, exposing themselves to safety risks.
- The childminder fails to supervise children effectively at all times, especially when they are eating. Children are offered a range of healthy meals and snacks. However, the childminder often leaves the room at mealtimes, exposing children to the risk of choking.
- The arrangements to support safe sleeping of young children are unsuitable. The childminder does not monitor children when they are asleep. She allows children to go down for a nap with bottles of milk, posing a further risk of choking. Additionally, she does not ensure that the areas used for sleeping are safe. For example, items such as scissors are within children's reach. This compromises children's safety and well-being.
- Children's good health and hygiene is not supported. The childminder does not follow her own policy and ensure that children wash their hands after contact with her cats. She also does not monitor the areas where her cats walk and climb to prevent cross-contamination. Additionally, children are left in very wet

clothes for significant periods of time after a water play activity. This compromises their well-being. However, the childminder does have suitable arrangements for administration of medications.

- For four days each week, the childminder cares for more early years children than the usual adult to child ratio. The childminder is unable to demonstrate that she can meet the level of care children need when she does this. She cannot manage when more than one child needs her attention, leading to them becoming distressed. Additionally, the childminder is unclear about her rationale for doing this and how this meets the early years foundation stage requirements.
- The childminder has a basic understanding of an effective early years curriculum and is able to describe some of the things she wants children in her care to learn. However, she does not put this into practice. The activities and experiences she provides for children do not meet their current stage of learning. For example, she asks children to count and name animals when they are not yet able to form many identifiable words.
- The childminder shares that children need to focus on their communication and speech. She intends to help them do this by using her own narrative and sharing songs and stories. However, at times she does not speak to the children at all and has very little communication with them. She does not respond to children's cues to engage in two-way conversations or singing. This does not support their developing language skills.
- At the previous inspection, the childminder was asked to improve the way she communicates with other settings the children attend. Despite caring for children who attend non-domestic settings, she has failed to do this. She does not share relevant information about children's well-being or learning to promote effective partnership working.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's poor risk assessment does not remove or minimise all relevant risks to children's safety. This means children may be at risk of harm in the childminder's home and in the event of an emergency. However, the childminder has suitable safeguarding knowledge, to ensure that she is able to identify possible signs and symptoms of abuse. She understands the local safeguarding procedures to make referrals if she has concerns about a child. The childminder knows how to report allegations about herself or household members to the designated officer at the local authority. She also ensures that the suitability of relevant household members is checked.

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
ensure that risk assessments are robust and all risks and hazards to children's safety are identified, removed, or minimised swiftly, particularly in relation to outdoor space, sleeping areas and access to the kitchen	10/02/2023
ensure that children are supervised at all times and within sight or hearing, especially at mealtimes to minimise the risk of choking	10/02/2023
ensure that sleeping arrangements are safe, sleeping children are monitored and these arrangements meet the latest government guidance	10/02/2023
ensure that exceptions to the usual adult to child ratios are only made where the individual learning and welfare needs of all children can still be fully met	10/02/2023
improve health and hygiene procedures to ensure that children are not at risk from cross contamination, especially in relation to cats and wearing wet clothing	10/02/2023
deliver an effective and ambitious curriculum, improving teaching to support what children need to learn next	10/02/2023
provide effective support for children's language and communication skills	10/02/2023
manage children's behaviour effectively so that they learn about expectations for behaviour, including having support to share and understand the effects of their actions on others	10/02/2023
establish effective partnerships with other childcare providers children attend, to ensure that children's needs are met and their learning is supported effectively.	10/02/2023

Setting details

Unique reference number	EY496736
Local authority	Buckinghamshire
Inspection number	10266118
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 April 2018

Information about this early years setting

The childminder registered in 2015. She lives in the village of Loudwater, near High Wycombe, Buckinghamshire. She offers care from Monday to Friday, 8am to 6pm, throughout the year, except for bank holidays and family holidays. She provides funded early education for children aged three and four years.

Information about this inspection

Inspector
Clare Perry

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 have taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- 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 and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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