

# Childminder report

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Inspection date:

10 February 2023

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## **Overall effectiveness**

**Inadequate**

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 emotional well-being is not supported effectively by the childminder. She does not help children learn rules and boundaries or how to regulate their feelings. Instead, she straps them in a high chair or buggy until they 'calm down'. She does not understand her role in managing children's behaviour, such as teaching them about the consequences of their actions on others. In addition, she does not maintain confidentiality. She talks to parents about the behaviour of other children, naming them and discussing the impact on their own children. This does not promote children's overall self-esteem or confidence.

The childminder does not plan and provide a suitable curriculum for the ages of the children she looks after, particularly in relation to their personal, social and emotional development. While the childminder helps young children learn some social skills, such as table manners, they are not learning how to understand their own feelings and those of others, nor learning how to make good friendships, cooperate and resolve conflicts peacefully. Therefore, children do not make the progress they are capable of.

Young children join in building blocks. They also clap their hands, jump up and down and join in the actions of some gym music.

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

- The childminder reflects on her practice, but this is not effective in identifying significant weaknesses in how she helps young children manage their feelings and emotions. She has not thought about how she can support young children with their behaviour in a positive manner, for example. She demonstrates a lack of knowledge of her responsibility in helping young children learn acceptable behaviour and the impact of this on others.
- The childminder does not record instances when she uses physical restraint and straps children into their high chair or buggy to manage their behaviour. She does not maintain accident forms if a child causes an injury to another child. This means she is not monitoring children's welfare and development adequately.
- The childminder uses physical intervention and restraint inappropriately. When young children struggle to regulate their own behaviour, she does not recognise her role to help them understand how they are feeling and teach them how to cope. Instead, she blames the children for their behaviour. When children display patterns of behaviour, such as throwing and banging the toys, the childminder does not redirect them and help them move forward in their learning.
- The childminder is not professional in her communication with parents. She

relays information about their young children's behaviour to them in a way that is unhelpful and distressing. Parents feel their young children are blamed for their behaviour even though they are too young to understand right from wrong. The childminder does not work with parents to identify positive methods so they can work together to help young children learn the rules and boundaries. As a result, relationships with parents break down.

- The childminder does not maintain confidentiality and negatively discusses young children's behaviour with other parents. This means young children are identified for their disruptive behaviour when they have not learned how to manage their own behaviour or to understand the consequences of this on others. This is detrimental to young children's self-esteem.
- The childminder does not fully support young children's communication and language development. Although children enjoy singing songs and looking at books, she does not enable children to hear words correctly. For example, when children say 'piggies', she repeats this and does not give them the correct word. In addition, she does not engage the children in conversation that encourages them to develop their thinking skills and to express themselves.
- Children can play outside daily in the fresh air. They chase bubbles, play games, and throw and catch balls. They visit the park to use the equipment to climb and balance. This helps develop their physical skills.

## Safeguarding

The arrangements for safeguarding are not effective.

Children are not effectively safeguarded in the childminder's care. Inappropriate behaviour management policies put children at risk. The childminder does not patiently help young children learn what is expected of them in a positive manner. Information about young children's behaviour is inappropriately shared with other parents, and this does not promote their confidence or self-esteem. The childminder does not maintain the required to keep children safe. This puts children's welfare at risk.

## 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 a record of accidents is maintained	28/02/2023

ensure physical intervention/restraint is only used for the purposes of averting immediate danger or personal injury or to manage a child's behaviour if absolutely necessary	28/02/2023
keep a record of any occasion where physical intervention is used to manage a child's behaviour	28/02/2023
ensure the key-person system is used to offer a settled relationship for the child and to build a relationship with parents	28/02/2023
ensure that information relating to children is handled in a way that ensures confidentiality	28/02/2023
consider the individual interests and needs of each child to plan a challenging and enjoyable experience across the areas of learning, particularly in supporting their communication and language.	28/03/2023

## Setting details

<b>Unique reference number</b>	EY463743
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10277488
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	5 January 2023

## Information about this early years setting

The childminder registered in 2013. She lives in the Stratton area of Swindon, Wiltshire. The childminder operates her service all year round, from Monday to Friday, between the hours of 7am and 5pm. She works with her sister who is also a registered childminder and her husband is registered as her assistant. The childminder is registered to provide funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Charlotte Jenkin

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder discussed an activity with the inspector and evaluated the impact on children's learning.
- The childminder made some documentation available for the inspector to sample, including training certificates.

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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