

Childminder report

Inspection date: 16 March 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

Breaches to the safeguarding and welfare requirements of the early years foundation stage compromise children's health, safety and well-being. The childminder does not have a secure understanding of her responsibilities to safeguard children. For example, she fails to identify and respond appropriately to signs that may indicate a child welfare concern. In addition, poor hygiene practices jeopardise children's health. For instance, children do not have the opportunity to wash their hands before snack. They handle each other's food and place food items on the floor before eating them.

Children do not make good enough progress in key areas of their development, such as communication and language. The childminder and her assistants do not model language effectively. Interaction with children is variable, resulting in quieter children going a significant amount of time without anyone speaking to them. This includes children who speak English as an additional language. The childminder does not make timely referrals to other professionals when children have a significant delay in their development. As a result, children are not well prepared for their next stage in learning.

Despite this, children enjoy their time with the childminder and happily make choices as to what they want to play with. They seek comfort from the childminder and her assistants regularly, who provide cuddles and reassurance. Children form friendships and respond to one another with kindness. For example, a sleepy child walks up to his older friend and they share a cuddle. This helps children to develop social skills that will support them to make secure relationships.

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

- The leadership and management arrangements do not ensure the suitability of assistants or their continuous improvement. For example, although the childminder and her assistants complete some training, this is not successful in maintaining good-quality practice. The childminder has appropriate procedures in place to assess the ongoing suitability of her assistants. However, she fails to notify Ofsted of significant events, including when these may impact on her own or the suitability of an assistant.
- The childminder does not promote children's dignity or provide privacy when responding to their intimate care needs. Children who are toilet training spend their time playing while not wearing clothing on the bottom half of their bodies. They independently use potties in the main play space in full view of other children and adults. As a result, children do not learn the importance of respecting and keeping their bodies safe.
- Children enjoy activities of their choosing. For example, children sit and

concentrate as they build a range of structures and towers out of bricks. They are eager to learn and regularly share their creations with the childminder. However, the childminder does not plan a curriculum that promotes children's curiosity or builds on what they already know. Although children enjoy their play, they do not receive quality teaching that prepares them well for their next stage in learning.

- Staffing arrangements do not meet the individual needs of children. For example, during activity changes, adults display frustration and start to bicker with one another while trying to create space for the large number of children present. Children respond by running around, as they lose interest in what is happening next. This has a negative impact on their continuous learning, as well as their behaviour and emotional well-being.
- Children enjoy listening to stories that are engaging and fun. The childminder holds children's attention as she reads familiar books that she knows they enjoy. Children listen well and join in with phrases they remember. This helps to reinforce prior learning and supports an early understanding that text has meaning.
- The support children receive with their behaviour is variable. On occasion, assistants recognise when there is potential conflict between children and respond with sensitivity. However, not all children receive the same experience. The childminder and her assistants do not always consider children's stage of development when responding to their behaviour. For example, they remove children from their high chair for drawing on the high chair tray without considering their age or that the tray is the same colour as the paper. This results in children becoming upset and unsure as to what they have done wrong.
- Children do not have access to snacks that are healthy, nutritious or balanced. For example, snacks on offer are high in sugar, such as caramel rice cakes and biscuits. Furthermore, children receive sweets when they use the potty. This does not encourage children to learn how to keep their bodies healthy or to make healthy choices.
- Parents report that their children enjoy their time with the childminder and assistants. They receive regular information about their children's daily care and progress. Parents feel able to raise any concerns they have with the childminder.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a secure understanding of her role and responsibility to safeguard children. This includes identifying and reporting child welfare concerns to the appropriate agencies without delay. The childminder and her assistants do not have an appropriate knowledge of the procedures to follow in the event of an allegation being made. Furthermore, the childminder does not maintain or share safeguarding records with child protection agencies. This places children at risk of potential harm. The childminder ensures that the premises and equipment are well maintained and secure.

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 those who have the lead responsibility for safeguarding fully understand their role and responsibilities in keeping children safe, including identifying and reporting all child welfare concerns to the appropriate agencies without delay	28/03/2023
ensure the childminder and assistants fully understand and adhere to safeguarding policies and procedures, including those relating to allegations against adults	28/03/2023
review how care routines are implemented and ensure these respond appropriately to children's individual needs, with particular regard for their dignity, privacy and respect	28/03/2023
make sure staffing arrangements meet the needs of all children and ensure their safety	28/03/2023
provide children with snacks and meals that promote a healthy, balanced and nutritious diet	28/03/2023
review hygiene procedures to ensure children are safeguarded from avoidable exposure to germs and potentially harmful bacteria	28/03/2023
ensure that children with special educational needs and/or disabilities (SEND) receive appropriate support to meet their needs	28/03/2023

ensure all records relating to safeguarding are completed within appropriate timescales and are shared with other agencies without delay	28/03/2023
ensure all significant events that may impact on your own and assistants' suitability is notified to Ofsted within the required timescales.	28/03/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide children with quality interactions that promote and support their developing communication and language skills	01/06/2023
introduce systems that monitor the quality of practice and identify learning priorities to drive improvement	01/06/2023
review behaviour strategies to ensure these are appropriate and do not impact on children's opportunities to explore and learn	01/06/2023
implement a curriculum that is ambitious and exciting and supports children to make good progress in their learning.	01/06/2023

Setting details

Unique reference number	EY391733
Local authority	West Berkshire
Inspection number	10278469
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 4
Total number of places	12
Number of children on roll	16
Date of previous inspection	21 June 2019

Information about this early years setting

The childminder registered in 2009 and lives in Newbury, Berkshire. She operates Monday to Friday, from 7am to 5.30pm, all year round. The childminder employs three assistants. The childminder is in receipt of early years funding for children aged two, three and four years.

Information about this inspection

Inspector

Paula Sissons

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 carried out a learning walk with the childminder, discussing the curriculum she provides for the children.
- The inspector spoke to parents, children and the childminder at convenient times and gathered their views.
- A sample of documentation was reviewed, including suitability checks on household members.
- Observations were carried out by the inspector on the childminder interacting and communicating with the children.

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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