

Childminder report

Inspection date:

12 May 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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

The childminder's sleeping arrangements for babies do not reduce the likelihood of potential risks. For example, government guidelines are not followed by the childminder when placing babies down to sleep. She is aware of some but not all safe practices associated with sleeping children. Children are exposed to potential risks in the garden. This is because the childminder's risk assessments and daily checks do not ensure that all potential hazards to children are identified and removed so the environment is safe for them to play.

Children benefit from listening to stories and taking part in singing sessions with the childminder. They contribute to the stories they hear as the childminder asks them what might happen next. She encourages children's thinking skills when she asks, 'Who snores?'. Children demonstrate their awareness of the story as they eagerly shout, 'The giant'. The childminder tailors her interactions and the provision of activities to help older children work towards their next steps in learning. However, babies do not benefit from the same focus or intentionally planned activities to help support their overall development. For example, the childminder does not provide babies with sufficient experiences to help them explore their environment and develop their physical skills. She generally communicates with babies calmly and warmly. However, interactions with the younger children are limited because she mainly aims at supporting older children's learning needs.

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

- The childminder's knowledge of safe sleep practices is limited. Babies are put down to sleep in potentially unsafe sleeping positions. As a result, all necessary steps are not taken by the childminder to promote children's good health and well-being.
- The childminder identifies some, but not all, potential risks to children outside in the garden. For example, she is vigilant in checking the area to remove animal faeces before children go outdoors to play. However, the childminder does not identify or remove broken glass. Additionally, she does not recognise that broken equipment, rotten wood and stagnant water in some children's toys may pose a risk to children's safety.
- The childminder's curriculum concentrates on supporting the needs of older children. Although the childminder can identify the next steps in learning for babies, she does not carefully plan activities or support to help them make progress. For instance, when babies are awake, they are carried around, sat on the childminder's knee, or placed in a pushchair or a highchair. As such, they receive minimal opportunities to explore their environment or develop their large-muscle skills to support their physical development.
- The childminder encourages older children to be independent. At mealtimes, she

encourages children to use cutlery. Children skilfully use a knife to cut their food. The childminder shows children how to peel a satsuma. Children watch in awe and say 'wow' as they attempt this for themselves. Nonetheless, the childminder does not consider how to provide babies with opportunities to support their journey to future independence.

- The childminder has a close relationship with other settings that children attend. She shares children's developmental information effectively, especially where older children need additional support to help them to meet their identified developmental goals.
- Older children are provided with a broad range of experiences. For example, the childminder arranges a visit from a local farmer and his piglets. Children learn about the care needs of the piglets and what they like to eat. They safely touch the piglets and talk about the texture of their skin.
- Parents speak positively about the care and education provided by the childminder. They say they are more than happy and comment on the progress of children's speech and language since being at the childminder's.
- Children learn to behave well. The childminder encourages children to use their manners. For example, during mealtimes, she reminds them to say 'please' and 'thank you'. Older children show care and consideration as they collect toys for the babies to play with in their highchairs and gently stroke their faces. Children confidently make their needs known. For instance, toddlers tell the childminder when they need help to complete a task.
- The childminder receives support from other childminders. She is proactive in accessing practice updates and completes ongoing training. Nevertheless, the childminder does not always focus her professional development to help improve her knowledge and practice where it is needed most, to promote the safety and holistic development of children of all ages.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not carefully consider safe, suitable sleeping arrangements for babies. She does not recognise or remove all risks to children in the outdoor environment. However, the childminder completes safeguarding training and knows what action to take in the event of an allegation against herself or a member of her household. She is confident in recognising and reporting indicators of radicalisation or extremism. The childminder has a secure knowledge of how to respond to children's existing injuries, including the process if she has concerns about their welfare. She completes paediatric first-aid training to enable her to respond appropriately to accidents and injuries.

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
improve knowledge and practice to ensure babies are placed down to sleep safely in line with the government's safety guidance	09/06/2023
ensure all hazards in the garden are identified and appropriate action is taken to reduce or remove any risks of harm to children	09/06/2023
develop the curriculum to provide babies with quality experiences and interactions to support their learning and development.	09/06/2023

Setting details

Unique reference number	EY276154
Local authority	Derbyshire
Inspection number	10280540
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	24 August 2017

Information about this early years setting

The childminder registered in 2003 and lives in New Mills, Derbyshire. She operates all year round, from 7am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

Inspection activities

- This was the first routine inspection the childminder has 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 the evaluation of the setting.
- The childminder and the inspector completed a tour of the home and areas used for childminding.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to one parent during the inspection and took account of their views.

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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