

Childminder report

Inspection date: 2 June 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 have a significant impact on children's safety, well-being and learning. Safeguarding practice is not robust and does not ensure children's safety.

Although the childminder cares about the children in her care, their needs are not always met. They do not receive appropriate stimulation throughout their day, which impacts on their attitudes towards learning. This is often because the childminder and her assistant are focused on routine tasks. For example, children become restless and fidgety, as they are left waiting for an extended period of time for their lunch. They have minimal interaction from the childminder and her assistant as they wait.

During short, specific activities, such as planting flowers, the childminder introduces children to new language, such as 'root system'. However, during free-flow play, children's learning is not extended or challenged. They primarily play independently, without support from the childminder or her assistant. Younger children wander around the garden as they flit between activities. The lack of interaction with the childminder limits their opportunities to develop positive attitudes towards learning.

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

- The childminder has addressed some of the actions raised at the recent compliance visit. For example, she has ensured that there is a daily record of attendance in place and that accidents are recorded appropriately. However, she has not met all of the actions. For instance, she has not updated her knowledge to ensure her procedures reflect the correct local safeguarding partnership processes. This does not help to assure children's safety.
- The childminder does not ensure that her assistant has the knowledge and skills to fulfil her role and responsibilities. She does not provide her assistant with sufficient training, support and supervision. This means she does not identify where there are areas of weak practice and further training is required. Additionally, the childminder does not understand the importance of ensuring her assistant's ongoing suitability.
- The childminder and her assistant do not supervise children adequately. For example, there are times when children are left unsupervised, including when they are eating. The childminder and her assistant struggle to supervise both the younger and older children. As a result, older children have little engagement with the childminder and her assistant. In addition, younger children are then able to access unsuitable resources, such as climbing equipment that is not age appropriate.

- The premises are extremely cluttered and disorganised. This impacts on the children's learning, as they are unable to independently access resources without toys falling down off the shelves. Furthermore, the organisation of the premises and resources impacts on the space available to children. This means children do not have adequate space to play in, particularly while indoors.
- Children's behaviour is not managed effectively. The childminder and her assistant are not always sufficiently calm and patient with the children. At times, they direct children by taking them by the arm or shoulder or by picking them up and moving them rather than by using more positive methods to help children learn about acceptable behaviour. This impacts on children's well-being.
- Neither the childminder nor her assistant have a clear understanding of child development and how to develop children's learning further. They do not have high expectations for children's learning and development. As a result, the childminder does not have a well-thought-out curriculum in place for children, which builds on what they know and can do.
- The childminder knows the progress children have made in their learning and development. She can identify gaps in their learning. However, children are not supported effectively in closing these gaps quickly. The progress that children do make in their learning is often incidental.
- The childminder feels she communicates well with parents and that they are happy with the provision. Parents comment their children enjoy coming to the childminder's.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not demonstrate a secure understanding of safeguarding. She does not know the correct local safeguarding partner processes to report a concern. The childminder has the incorrect information in her policies and on display for contacting the relevant local safeguarding partners. The assistant childminder also demonstrates weak knowledge of safeguarding. For example, she does not know about a variety of safeguarding issues, such as 'Prevent' duty. Furthermore, the childminder and her assistant fail to understand how to respond to allegations. They do not recognise their roles and responsibilities in responding to and managing concerns.

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
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ensure safeguarding policies and procedures are in place, including for managing allegations and how to make referrals if concerned about a child	20/06/2023
provide assistants with effective supervision, support, coaching and training to help ensure they have the appropriate skills and knowledge to carry out their roles and responsibilities and to monitor their ongoing suitability	20/06/2023
improve knowledge and understanding of safeguarding, including the 'Prevent' duty	20/06/2023
organise the premises and resources effectively to meet the needs of children, with particular regard to meeting the indoor space requirements, ensuring there is sufficient clear space that is free from hazards	20/06/2023
ensure children are supervised at all times, including when they are eating	20/06/2023
implement effective and positive strategies for managing children's behaviour.	20/06/2023

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

	Due date
ensure there is a purposefully planned curriculum that is ambitious and builds on what children can do.	06/07/2023

Setting details

Unique reference number	EY333199
Local authority	Southampton
Inspection number	10293666
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 14
Total number of places	12
Number of children on roll	17
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 2006. She lives in Southampton, Hampshire. The childminder regularly works with an assistant. She offers care from 8am to 6pm, Monday to Friday. The childminder receives funding to provide free early education for children aged three and four years. The childminder is qualified to level 3 in childcare and education.

Information about this inspection

Inspector

Natasha Jarvis

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder discussed her curriculum intentions to the inspector during the learning walk.
- Parents shared their views with the inspector.
- The inspector observed the childminder, her assistant and children throughout the day.
- The inspector reviewed a sample of relevant documents.
- The childminder, her assistant and the inspector held discussions at appropriate moments.

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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