

# Childminder report

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Inspection date: 20 April 2023

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<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is inadequate

The childminder does not provide children with opportunities to learn and develop at this setting. Children are not given the time or resources to develop their independence skills throughout everyday routines. When children arrive at the setting, the childminder takes off their shoes and coats. Children do not develop personal skills and potty training is not encouraged by the childminder. When children use a fork to eat a pancake, the childminder takes this away from them to load the food and then returns it. Children complain at this and hold onto the cutlery tightly, but the childminder does not listen and continues to do it for them. Children, therefore, are not able to develop these important skills from an early age.

Children listen to the childminder and follow simple instructions. For example, when the childminder wants to change their nappies, she calls them over one at a time and they go to her. When asked to share a toy, children hand over the toy to another child. However, children's engagement and focus during activities is poor. This is due to activities not being planned effectively. Therefore, children are not challenged and become distracted.

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

- The childminder does not have a curriculum that meets the needs of the children who attend. She explains that children observe the seasons, and they discuss the changes in them. However, the childminder cannot discuss what children learn from this or how she supports the broad development of children across the early years foundation stage.
- The childminder does not assess children's learning and plan challenging activities to support their development effectively. Children's next steps are unsuitable for their age and stage of development. When the childminder does plan appropriate next steps, children are not given the opportunity to gain or practise these skills. For example, the childminder wants children to develop their independence. However, during mealtimes, all children, including the older children, are fed by the childminder with a spoon. They are not given the chance to wash their hands themselves or clean their own faces. Throughout the day, the childminder does not encourage children to do things for themselves and insists on doing it for them.
- The childminder supports children when starting by offering settling-in visits. She communicates with parents regarding children's daily routines and care needs. This means the childminder has a clear understanding of how to meet children's personal care needs when they start. However, she does not gain information regarding children's development when they start. Children make strong attachments with the childminder and are happy to go to her when they become

upset, for reassurance and comfort.

- The childminder does not teach children the importance of being healthy and safe. Children do not wash their hands before mealtimes. After meals, the childminder uses disposable wipes to clean children's faces and hands. When children try to do this for themselves, the childminder pulls it away, preventing children from developing important skills ready for their next stage of learning.
- The childminder does not plan any activities for children to take part in each day. Therefore, children become bored and distracted. They do not demonstrate high levels of engagement and spend the morning watching television. At times, children build with the bricks available in the corner of the room but become easily distracted and return to the television. This means children are not focused on interacting with each other or developing a positive attitude to learning, ready for school. The youngest children sit next to the childminder and are not given resources to interest them. When they crawl away to explore the house, the childminder quickly returns them to sit on the carpet. Young children are not encouraged to explore and learn.
- The childminder does not undertake any professional development training to further her knowledge of child development. Therefore, she is unable to plan stimulating and challenging activities for the children in her care. Furthermore, the childminder does not reflect on her practice and make improvements. She does not recognise the benefit of this and therefore children do not receive a high standard of teaching while in the childminder's care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and can discuss the signs of abuse. She has procedures in place for reporting concerns about children, and contact information is displayed for herself and parents. The childminder demonstrates an understanding of radicalisation and can recognise the signs that a child may be exposed to extremist views. She follows her safeguarding procedures if she has concerns about a child or family. The childminder has a safeguarding policy that details her procedures for reporting any adults in her household or other professionals, should she have any concerns.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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devise an ambitious curriculum based on children's learning and development needs, that is implemented through planned and purposeful activities.	18/05/2023
provide opportunities for children to develop their independence	18/05/2023
promote good health and hygiene procedures, to help children learn about basic hygiene practices and how to keep themselves healthy and prevent the spread of infection, with particular regard to handwashing	18/05/2023
undertake professional development opportunities to enhance the quality of teaching and experiences for children and address weaknesses in the provision.	01/06/2023

## Setting details

<b>Unique reference number</b>	256680
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10279816
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	2 August 2017

## Information about this early years setting

The childminder registered in 1994 and lives in West Winch, Norfolk. She operates all year round from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder only cares for children aged under five years on a Tuesday, Wednesday and Thursday.

## Information about this inspection

### Inspector

Vikki Reynolds

### 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 childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector viewed a sample of documentation.
- The inspector viewed the areas of the premises that are used for childminding to ensure they are safe for 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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