

Childminder report

Inspection date: 12 June 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

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 does not effectively risk assess to ensure that her setting is safe and ready to receive children when they arrive. There are heavy boxes and toys stacked and unsecure on shelves that pose a risk of falling, and there are broken toys, which are accessible to children. In the garden, hazardous plant pots, debris and stinging nettles pose additional risks to children's safety. Despite this, the childminder is warm and welcoming towards the children, and they appear happy and settled.

Children generally behave well and show consideration for their friends. They take turns with toys and resources. For example, children work together to build train tracks and construction pieces. The childminder helps children to understand what is expected of them. For instance, she reminds them to tidy up before they go into the garden. Children are beginning to learn right from wrong.

The childminder has a poor understanding of how to deliver an effective curriculum. The lack of clear intentions for children's learning and poor planning mean they do not receive the level of education to which they are entitled. This hinders the progress children make. Nevertheless, older children enjoy a variety of activities. For example, they happily climb equipment in the garden and smile as they slide down.

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

- Children are exposed to risks in the home and garden, which compromise their safety and welfare. For example, children are at risk of choking from low-hanging bag straps. In addition, babies are at risk of harm as they crawl around the environment and reach discarded sweet packets and mobile phones. Furthermore, the childminder fails to implement effective procedures to keep children safe from her pet dog. She allows it to access the rooms children are playing in, and she does not supervise the children or give them clear messages on how to keep themselves safe or to give the dog space.
- The childminder does not support children's communication and language skills effectively. The atmosphere is very quiet and lacks the back-and-forth conversations that children need to help them to learn. In addition, the childminder does not recognise that babies sit in prams with no engagement for long periods. This does not meet babies' needs. Despite this, at times, the childminder reads to older children to support their love of reading. Children enjoy listening to the story, and some children talk about what might happen next.
- The childminder is aware of some aspects of her registration requirements, but she fails to carry these out effectively. For example, the childminder does not

complete the progress check for children aged between two and three years, in line with the requirements of the early years foundation stage. This means that she has not reported on any gaps in children's development as part of the check or any further support that children are accessing. Furthermore, the childminder fails to share this with parents. This does not support a continuity of care and learning for children.

- The childminder is, at times, self-reflective and identifies some of the weaknesses in practice. For example, she plans to attend training to help her understand her role in teaching. However, she has not focused her professional development precisely enough. Children do not benefit from strong teaching to help them make sufficient progress in their learning. For example, the childminder struggles to interact with children in their play. This does not help children to learn new ideas and concepts.
- The childminder's curriculum is not ambitious and challenging for children. She lacks understanding about how to plan and implement a sequenced curriculum to help children to build on what they know and can do. For example, children aimlessly choose their activities with little purpose or outcomes. This does not help children learn the skills and knowledge they need to move on to their next steps in learning.
- Overall, children enjoy playing with friends and exploring the environment. For example, they like to draw with pens and paper. However, due to the weaknesses in the curriculum and teaching, children do not spend enough time engaged in purposeful play and learning. Some children lack motivation and lose interest in activities quickly.
- The childminder builds positive parent partnerships. Parents speak highly of the love and care that their children receive from the childminder. This supports children's emotional well-being. Parents appreciate the variety of outings the childminder takes children on, such as to the zoo. This helps children to learn about the world around them.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder's poor risk assessing means that children are not effectively safeguarded. However, the childminder attends regular training to keep her child protection knowledge up to date. She knows how to spot the signs and symptoms of a child who may be at risk of harm, such as radicalisation. The childminder knows where to report if she has concerns over a child's welfare. She also knows the procedure to follow if she receives an allegation about herself or a household member.

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 all reasonable steps are taken to identify, minimise or remove any risks to children to keep them safe, with particular regard to risks from pets and the safe storage of objects	07/07/2023
gain a sufficient understanding of how to support children's language and communication skills through positive interactions	07/07/2023
complete the required progress checks for children aged between two and three years and provide a written summary of children's progress to their parents and/or carers	07/07/2023
improve knowledge and skills to better understand the early years curriculum, improve teaching and consistently meet children's needs	07/07/2023
implement a suitably challenging curriculum that is planned and implemented to precisely meet the individual needs of all children to help them make good progress.	07/07/2023

Setting details

Unique reference number	EY440358
Local authority	Oxfordshire
Inspection number	10289534
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	0 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 November 2017

Information about this early years setting

The childminder registered in 2012. She lives near Witney, Oxfordshire. She operates Monday, Wednesday, Thursday and Friday, from 7.30am to 5pm, all year round. The childminder receives free early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mandy Cooper

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the childminders with the inspector.

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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