

Childminder report

Inspection date: 14 June 2023

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
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

Children are not always kept safe on outings. The childminder does not always make sure that children are adequately supervised when out and about. Furthermore, she does not risk assess outings thoroughly enough to minimise all potential hazards.

Despite this, children are settled, happy and relaxed in the childminder's home because she is warm and friendly. Children develop positive behaviours and attitudes towards their environment, adults and each other. They make their own play choices freely and learn to manage their own self-care independently, such as going to the toilet and washing their hands. They are very confident within the childminder's home.

Overall, the curriculum is good. Children enjoy varied activities in the childminder's home. For example, they independently engage in role-play activities, using a range of resources. They like playing outside and keenly engage in sand and water play and drawing activities. The childminder provides a good balance of child-led and adult-initiated play based on children's interests. The childminder is inclusive and knows how to support children with special educational needs and/or disabilities. All children make good progress in their learning.

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

- The childminder does not ensure that children are kept safe on outings. She undertakes outings very routinely. However, she has not conducted thorough enough risk assessments of all the places she visits. Additionally, the childminder does not always keep children within sight and/or hearing on outings. For example, at a local toddler group, which is split between three rooms, she allows older early years children to independently explore. As a result, when a child suffered an injury that required hospital treatment, she was not on hand to try to prevent it and did not witness it. Furthermore, unbeknown to the childminder, the child was playing in a room alongside unvetted members of the public, who gave an account of what happened. This unsafe and poor practice puts children at risk.
- The childminder knows children well. She observes and assesses their development and knows their key next steps in learning. She follows the children's interests and promotes their learning in the moment. She also plans topic-based activities, such as recently making Father's Day cards. This helps children to acquire all the skills they need in readiness to move on to nursery or school.
- The childminder highly values the importance of children's communication, language and literacy. She promotes these aspects of learning strongly in the

setting. The childminder talks to children and introduces lots of new vocabulary, providing explanations of what words mean. For example, when reading, she reads the word 'rotate,' which she explains means to spin around. Children enjoy choosing books and sharing stories with the childminder. They talk about what is happening in a book about transport, and they ask and answer lots of questions.

- The childminder networks with other childminders and accesses mandatory training, such as safeguarding and paediatric first aid. She conducts research and has completed online training related to promoting children's learning and development. The childminder has recently accessed local authority training related to communication and language screening. She now implements this in her setting to assess this aspect of children's development. This helps her to identify any gaps in children's learning early, and it has given her a better overview of the targeted support they require to close these.
- The childminder promotes children's good health. She talks to parents about nutrition and oversees the snacks and meals they provide. The childminder makes sure that children drink water throughout the day and understands the importance of keeping them hydrated. She is passionate about outdoor play, and children benefit from lots of fresh air. They wear sun hats in the hot weather and understand the importance of doing this.
- Children develop good social and emotional skills. The childminder keenly focuses on this in the setting. She takes opportunities to help children learn to cooperate during routines, play nicely with others, share, take turns and make friends.
- Parents are very happy with the service provided. They comment that their children are flourishing in their education with the supportive childminder. However, the childminder does not work as effectively with other providers when children attend elsewhere or with those they are going to move on to when they leave. There is scope for the childminder to share more two-way information with other providers about children's education to promote and support continuity between them.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not routinely manage outings in a way that keeps children safe. She conducts general risk assessments of all outings she undertakes, but these are not secure enough to reduce all risks. Furthermore, occasionally, on outings, the childminder fails to supervise children adequately. This does not help to protect children from harm. Nevertheless, the childminder's home environment is secure and safe. The childminder understands her child protection responsibilities. She is knowledgeable about key signs and symptoms of child abuse and neglect. She understands her duty to report all safeguarding concerns to relevant agencies. The childminder understands her responsibility to notify Ofsted of changes and significant events.

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 the management of outings to ensure children are kept safe	30/06/2023
make sure children are adequately supervised and remain within sight and/or hearing on outings at all times	30/06/2023
improve risk assessment of outings to mitigate all possible hazards, to help protect children from harm.	30/06/2023

To further improve the quality of the early years provision, the provider should:

- work closely with other providers during transition periods and when sharing children to promote more continuity in children's education.

Setting details

Unique reference number	EY103042
Local authority	Dudley
Inspection number	10298943
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	2 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 February 2020

Information about this early years setting

The childminder registered in 2002. She holds an appropriate early years qualifications at level 3. She operates all year around. Sessions are available Monday to Friday, from 7.30am until 5pm. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Josephine Heath

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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