

Childminder report

Inspection date:

21 September 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's health and safety is compromised due to weaknesses in the childminder's risk assessment and supervision of children. For example, she does not identify potential risks in her home that are accessible in the children's play areas. She does not notice that children play with the cat litter box until it is brought to her attention by the inspector, and she fails to take action when risks are pointed out to her. The childminder does not follow good hygiene practices. She lays children directly on the floor to change their nappies and wears the same pair of gloves to change every child's nappy. After placing the used gloves and dirty nappies in the bin, she serves snack without washing her hands.

The childminder assesses children appropriately and identifies suitable next steps in their learning. However, she does not take this information into consideration when planning her curriculum. Children explore the available resources but do not receive the support and challenge they need to help them make good progress. They play with the toys contentedly at times, but they do not engage fully with the activities and soon lose interest. They wander aimlessly or sit and watch the other children. Furthermore, the childminder does not form effective partnerships with parents and other settings attended by children to share and agree on the children's learning. Not all children receive the support they need to make good progress in their communication and language.

The childminder is kind and friendly and helps new children to settle quickly. Children show their feelings of comfort around the childminder, such as when giving her spontaneous kisses and cuddles. However, the childminder does not manage children's behaviour effectively. For example, she places toddlers in highchairs at mealtimes solely to restrain them because she does not want to have to keep reminding them not to take food from their friends. This does not help children to learn the rules.

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

- Since the last inspection, the childminder has not taken sufficient action to improve her knowledge and skills. As a result, children's care and education have declined, and further breaches of requirements have occurred, some of which have been raised at previous inspections. This means children continue to be at risk of potential hazards and do not receive good-quality learning experiences. The childminder is unable to demonstrate the capacity to improve and maintain good standards.
- The childminder does not ensure that her home is safe for children. She places batteries and medication within the children's reach on low-level tables and leaves the children unattended for short periods, such as when answering the

front door. The childminder's ineffective supervision of children means she does not always notice what the children are doing. For example, toddlers wander around with small toys in their mouths, which puts them at risk of choking.

- The childminder does not teach children how to keep themselves healthy. For example, when children take and drink from each other's bottles, she gives the bottle back to its owner without cleaning it or talking to the children about hygiene. This places children at risk of exposure to germs and illness.
- At times, the childminder reminds children to use good manners. However, she does not help children to learn her expectations for their behaviour. Children repeatedly drink the water from the water activity, take and try to eat food from each other's bags and throw the toys. The childminder tells them 'no' but does not help them to understand why they should stop, so they continue to behave in the same way. For example, children repeatedly climb on the furniture, as they do not understand the risks and why they should stop.
- Children make independent choices in their play, but the childminder does not build on what they already know and can do to challenge them and extend their learning. For example, she gets out the water tray because she knows the children enjoy this. However, she does not consider what knowledge and skills she wants the children to develop. Some of the children fill and empty containers repeatedly, without purpose and without the childminder's attention and support. They soon lose interest and wander away to play elsewhere.
- Although the childminder introduces some new vocabulary while older children play with water, such as float, sink, light and heavy, she does not provide support and encouragement for the younger and quieter ones to speak. Consequently, these children remain silent, which does not help to develop their language skills.
- The childminder does not provide support for children who speak English as an additional language (EAL). She does not work with their parents to find out about the children's use and understanding of languages at home. This means she is unable to assess their development and plan to promote their speech at her setting.
- Partnerships with parents and other settings are not effective. The childminder does not obtain information from them about their children, to help her get to know the children better and to provide consistency in their learning. For example, she does not find out from parents what words their toddlers have learned, and she does not exchange details about children's learning needs with the other settings they attend.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not recognise potential risks to children in her home. As such, she is unable to remove all hazards and provide a safe environment.

Weaknesses in the childminder's supervision of children means she does not notice when they climb and stand on the furniture, for example. The childminder knows how to identify possible signs and symptoms of abuse and the procedures to report

concerns, including for any allegations made against adults.

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
improve understanding and implementation of risk assessment to ensure that appropriate action is taken to remove or reduce all potential risks to children	22/09/2023
improve the supervision of children to keep children safe and meet their individual needs	22/09/2023
improve understanding of hygienic practices to promote children's health and to prevent the spread of infection	22/09/2023
improve knowledge of how to manage children's behaviour effectively, to help children to understand the boundaries and expectations	13/10/2023
ensure relevant information is shared with parents and other settings attended by children to meet children's individual needs and promote consistency in their learning.	13/10/2023

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

	Due date
plan and deliver a broad and challenging curriculum that builds on each child's next steps in learning, to help them make good progress	20/10/2023

improve the quality and frequency of interactions with the younger and quieter children and those who need additional support, to help develop their speech	20/10/2023
improve the support for children who speak EAL to be able to assess them accurately and work with parents to provide consistency in their communication and language development.	20/10/2023

Setting details

Unique reference number	EY443385
Local authority	North Somerset
Inspection number	10259136
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 September 2022

Information about this early years setting

The childminder registered in 2012. She lives in Yatton, North Somerset. The childminder operates Tuesday to Thursday, from 7.30am to 6pm, all year round.

Information about this inspection

Inspector

Sarah Madge

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for the children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning, including during a joint observation.
- Children and their parents spoke with the inspector during the inspection to share their thoughts and views about the setting.
- The inspector spoke with the childminder about the leadership and management of the setting.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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