

# Childminder report

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Inspection date:

7 December 2023

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## **Overall effectiveness**

**Inadequate**

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

The childminder does not place sufficient focus on keeping children safe. She does not ensure that her premises are secure enough to prevent unauthorised persons entering. In addition the childminder does not ensure that her and her assistants knowledge and understanding of safeguarding is robust. The childminder works with an assistant, due to the number of children she is caring for. However, during the majority of the day, she provides most of the care for children on her own. This is because the assistant spends considerable time occupied with non-childcare tasks, such as moving the household's 20 dogs from the kitchen and cleaning the area ready for children.

Children are generally happy and settled in the childminder's care. They form close bonds with her and each other. Children play cooperatively alongside each other. However, the childminder does not create an environment or implement an educational programme to inspire and excite children to play and learn. The quality of teaching and educational experiences is too weak. Children do not benefit from a rich range of resources and activities. Many toys are out of their reach and only a few are easily accessible to them. At times, the games children are given to play with have pieces missing which frustrates them. The room children play in is cramped and cluttered.

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

- Weaknesses in safeguarding impact on children's safety and well-being. The childminder does not prioritise her professional development. It has been some years since she engaged in opportunities to develop her understanding of how children learn. As a result, the quality of the provision is poor. The childminder does not provide sufficient training and support for her assistant. This means her assistant does not have a good enough understanding of his role and responsibilities.
- The educational programme is poor. The childminder does not have a good enough understanding about the children she cares for. For example, she does not know how old children are without referring to documentation. She has a general understanding about children's interests and what they need to learn next. However, the activities she provides for children do not support them to achieve their next steps in learning. As a result, children do not make sufficient progress in their development.
- The childminder does not ensure that she deploys adults effectively to meet children's learning needs. Children do not benefit from focused teaching and learning. The childminder does not have enough adult support to enhance the learning for the number of children she is caring for.
- Partnerships with other agencies involved in children's care are not effective. The

childminder does not forge relationships with other professionals to support children who have special educational needs and/or disabilities. Although other settings and medical professionals formulate plans to target children's learning needs, the childminder is not aware of what these plans are. This means that she does not provide enough support for children and gaps in learning are widening.

- The overall quality of teaching is too weak. For example, the childminder confuses children by talking about colours and numbers when pointing to the same object. Some children are not able to complete the tasks she sets, such as threading cotton reels onto string. Planning and teaching is particularly weak for the youngest children who spend too long wandering around, amusing themselves. As a result, children do not engage in purposeful teaching and learning, to build on what they know and can do.
- The childminder provides some support to promote children's good health. Children follow hygienic practice, such as washing their hands before meals. They enjoy healthy meals and snacks. Children benefit from opportunities for fresh air and exercise on visits to local parks.
- Parent partnerships are sound. The childminder uses appropriate strategies to share information with parents. She provides a daily diary sheet with information about the children's day. Parents speak to the childminder when they drop children off or pick them up at the end of the day. This provides some continuity of care.
- Children learn to behave well. The childminder gives gentle reminders about taking turns and sharing resources. Children help to tidy away toys when they have finished playing with them.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder's house is not always secure. This means that unauthorised persons can enter. The childminder and her assistant demonstrate a sound awareness of the signs and symptoms of potential abuse. They understand the procedures to follow in the event of a concern about a child. However, the childminder and her assistant are not aware of the procedures to follow in the event of allegations being made against them, or household members. The safeguarding policy does not include the correct procedure to follow in the event of allegations. This compromises the welfare of children.

## 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:**

	<b>Due date</b>
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take all reasonable steps to prevent unauthorised persons entering the premises	12/01/2024
improve knowledge and understanding of safeguarding, with particular regard to the procedures to follow in respect of allegations	12/01/2024
ensure the safeguarding policy includes the correct procedure to follow in the event of any allegations	12/01/2024
deploy adults effectively to ensure all children's needs are met	12/01/2024
work in partnership with other professionals to implement effective plans for children who have special educational needs and/or disabilities	12/01/2024
focus professional development on raising the quality of teaching to at least a good level	12/01/2024
provide appropriate coaching and support for assistants to ensure they understand how to fulfil their roles and responsibilities	12/01/2024
devise an ambitious curriculum and enabling environment to consistently engage and motivate children to play and learn.	12/01/2024

## Setting details

<b>Unique reference number</b>	EY388735
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10323503
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	16 March 2020

## Information about this early years setting

The childminder registered in 2009. She operates all year round from 7am to 5.30pm, except for bank holidays and family holidays. At times, the childminder works with an assistant. The childminder provides funded early education for three and four-year-old children.

## Information about this inspection

### Inspector

Trisha Turney

### Inspection activities

- This was the first routine inspection the provider 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.
- The childminder discussed her intentions for children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed the children, the childminder's assistant and the childminder and spoke with them at appropriate times during the inspection

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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