

Childminder report

Inspection date: 3 July 2024

Overall effectiveness	Inadequate
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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

Children's safety and welfare is not assured. At times, the childminder leaves children unsupervised while they are eating and, at other times, she leaves them alone outside for short periods of time while she goes indoors. The childminder does not use consistent strategies to help children understand her expectations for their positive behaviour. As a result, children are often upset and snatch from one another, as they do not know how to manage certain situations when playing with others. The planning and implementation of the curriculum is not effective and does not meet the children's needs to ensure they make the progress of which they are capable. The childminder does not focus on children's personal, social and emotional development and activities she provides are too challenging for younger children. She does not adapt her teaching to meet their age and stages of development. Consequently, children quickly become disengaged and argue with their peers.

Partnerships with parents are not effective. The childminder does not find out from parents children's sleep routines at home for her to follow. This means younger children become overtired and extremely frustrated. Additionally, she does not work with parents to enable children to move on in their developmental milestones, for example to use the toilet independently.

The childminder does help older children to recall some previous knowledge. For example, they talk about when they went to the local park and saw a hedgehog. Children say that the hedgehog was unwell and how they took it to a special place to get better.

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

- The childminder does not keep children safe. For example, she goes to the kitchen to retrieve cutlery and food while children are sat at the table eating in another room. When the risks are pointed out to the childminder by the inspector, the childminder continues to leave children unsupervised. Children often leave the table to play with food in their mouth. Despite the childminder's encouragement for them to sit back at the table, children ignore her and repeatedly move about with food in their mouths. The childminder also leaves some children outside in her garden playing while she goes indoors with other children.
- The childminder does not help children to understand and follow her expectations for good behaviour. For example, when children fight or snatch toys, she does not follow through on the expectations she has shared, for example, to give the toy back or to be kind, or wait their turn. Children ignore her and continue to shout, snatch and scream at their peers because the

childminder's lack of consistency and support means they do not know how to adapt their behaviour, share and take turns.

- The childminder does not plan and implement a curriculum that effectively prepares children for the next stages of their learning. She does not focus on meeting children's personal, social and emotional development enough to enable them to manage their own feelings and emotions, and build positive relationships with others, which affects children's ability to learn. Also, planned activities and next steps are not always targeted on what children need to learn next. For example, the childminder encourages children to sort a range of materials into different recycling groups, such as metal, cardboard and plastic. Although older children understand what to do, younger children find this difficult and quickly lose interest because it is too advanced for them. They wander off and begin arguing with their peers over toys. Younger children cry and become distressed. Children do not develop a positive attitude to learning.
- The childminder talks to parents about what children have been doing during the day and she sends them photos of the different activities they engage in. However, she has not found out the routines that children follow when they are not with her. This results in children only sleeping for short periods and at irregular times when they are with her, meaning they become overtired, irritable and upset. Additionally, the childminder does not work with parents to provide a consistent approach when children are developmentally ready for their next steps in learning, for instance, to use the toilet independently. This holds children back from progressing even further.
- Children learn about other cultures. The childminder shows them different photos of where people live around the world. She embraces diversity and learns significant information about children's culture such as prayers.
- The childminder takes children on outings within the local community. For instance, they visit the animal sanctuary to see owls and the wallabies. The childminder asks the children if they remember the wallaby carrying a baby 'joey' in their pouch. Children talk about their experiences.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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
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ensure children are adequately supervised, including when eating, so they remain safe at all times	04/07/2024
implement effective and consistent behaviour management strategies to ensure children understand what is expected of them and can manage their own feelings and behaviours appropriately	04/07/2024
improve the planning and the implementation of the curriculum to ensure it provides children with appropriate next steps and challenges that build on what children already know and can do, and what they need to learn next, with particular regard to their personal, social and emotional development	05/08/2024
work with parents to provide children with consistent routines and expectations that meet their needs and next steps, and enable them to meet expected developmental milestones.	05/08/2024

Setting details

Unique reference number	103126
Local authority	Cornwall
Inspection number	10349790
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 September 2018

Information about this early years setting

The childminder registered in 2000 and is located in St. Austell, Cornwall. She provides care Tuesday to Friday, from 7.30am to 5.30pm, all year round. The childminder provides free early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Steward

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 provider.
- Children spoke to the inspector during the inspection.
- 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 and the childminder carried out a joint observation outdoors.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- 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.

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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