

Childminder report

Inspection date: 4 October 2022

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

The childminder is not meeting some of requirements of the early years foundation stage (EYFS). This means the safety of children cannot be assured. The childminder has poor knowledge and understanding of the safeguarding policy and procedures to follow if she has concerns. This puts children at significant risk. She has not kept her paediatric first-aid training up to date. The quality of education children receive is not good. This is because the childminder is unaware of changes to the learning and development requirements in the EYFS, resulting in children following an outdated curriculum. Assessments are not effective, due to the childminder's lack of understanding of the requirements.

That said, the children have formed a positive relationship with the childminder. They seek a comforting cuddle when they feel unsure and need extra reassurance. Children explore some activities during their time at the setting. For example, younger children concentrate as they place the ball onto the track and squeal in anticipation as they watch this roll down. However, there are times when children struggle to focus as some activities become cluttered and repetitive. For instance, children play with the same toys throughout their time at the setting. Children build on their knowledge of the world around them. They visit the local farm to meet the different animals.

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

- The childminder does not implement an effective safeguarding policy. She is unaware of changes to local authority safeguarding procedures, including where to report concerns. The childminder has not attended any recent training to build on her understanding of signs and symptoms of abuse, such as female genital mutilation. This demonstrates the childminder would be unable to recognise the possible risks to a child's welfare.
- The childminder implements an outdated curriculum. This is because she is unaware of recent changes to the learning and development requirements in the EYFS. Consequently, her knowledge of how to implement a broad curriculum to support children's learning is poor. The childminder recognises some areas children are working towards, however, her knowledge is poor and experiences for children are limited.
- The childminder carries out some assessments to help her identify children's progress. However, she is unaware of the progress check which must be carried out when a child is aged between two and three years. This means the childminder is unable to identify strengths and any areas where children's progress is less than expected.
- Policies and procedures for the setting are shared with parents in a folder. This includes the childminder's certificate of registration, which is not displayed as set

out in the EYFS requirements.

- The childminder attends mandatory training. However, she does not recognise the need to build on her professional development to further her knowledge. As a result, she is not able to fully support the needs of the children that attend.
- Parents share positive feedback about the childminder. She works in partnership with parents and shares some learning with them. However, the childminder does not share information or ideas with parents to continue children's learning at home and to help them make further progress in their development.
- The childminder recognises the skills children need to support them with transitions to school. She works with the schools children attend to ensure this transition is smooth. The childminder provides children with opportunities to build their independence, such as dressing themselves to go out into the garden. She encourages them to make choices in their play.
- The childminder supports children to learn about equality and diversity through different activities. For example, through stories, they find out about differences and what makes them unique. Children learn about different cultural events and celebrations, such as Diwali and Christmas. They explore a range of creative activities that build on their knowledge further.
- Children behave well. The childminder implements clear boundaries with children to ensure they know their expectations. She helps them to understand their feelings and behaviours through discussion. This helps children to build on their emotional resilience.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder's knowledge of safeguarding is poor. She does not know how to report concerns to the local authority designated officer in regard to allegations made against household members. In addition, the policy in place does not clearly explain the procedure to follow should she have a safeguarding concern. The childminder's knowledge of signs of abuse is not good enough. Although she recognises some possible signs of abuse, she is unaware of female genital mutilation and the 'Prevent' duty guidance. The childminder does not hold a valid paediatric first-aid qualification. This does not assure children's safety and welfare. Children are appropriately supervised during mealtimes. The home is safe and secure.

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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implement a safeguarding policy that is in line with guidance and procedures of the local safeguarding partners	19/10/2022
gain a better understanding of the role of the local authority designated officer in regard to allegations against household members	19/10/2022
attend safeguarding training in order to identify, understand and respond appropriately to signs of possible abuse or neglect	19/10/2022
seek professional development opportunities to ensure children receive quality learning and development experiences that continually improve	02/11/2022
ensure you hold a valid paediatric first-aid certificate	02/11/2022
gain better understanding of the assessment to be completed for children between the age of two and three years	19/10/2022
ensure that the Ofsted certificate is displayed at all times	12/10/2022
gain a better understanding of the statutory framework learning and development requirements to ensure children receive a quality curriculum.	02/11/2022

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

- share even more information with parents about how they can continue to help children with learning at home.

Setting details

Unique reference number	201672
Local authority	Warwickshire
Inspection number	10234291
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 November 2016

Information about this early years setting

The childminder registered in 2000 and lives in Galley Common, Nuneaton. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Katherine Wilson

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector conducted a learning walk to discuss the curriculum and the impact this had on children's learning.
- The inspector took account of the views of the setting from parents.
- The inspector carried out a joint observation and discussed children's learning with the childminder.
- The childminder shared relevant paperwork with the inspector.
- The inspector observed interactions of children with the childminder.

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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E: enquiries@ofsted.gov.uk
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