

Childminder report

Inspection date:

26 February 2020

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is inadequate

The childminder has failed to identify breaches of requirements which have a significant impact on children. The childminder does not understand child protection procedures and has not kept her training and professional development updated. She does not know the steps to take to report any concerns about a child's welfare or allegations made against herself or an adult who lives on the premises. The childminder does not review her policies and procedures regularly enough in line with updated guidance. As a result, she has poor knowledge of wider safeguarding issues, such as the risks of radicalisation and extremism. Furthermore, required records are not robust enough, such as a record of children's hours of attendance. This compromises children's safety and welfare. Nevertheless, children are happy and settled attending. They demonstrate that they feel relaxed as they seek the childminder's involvement in their play and smile in her presence. Children form secure attachments with the childminder, who is kind and caring. The childminder sets clear and realistic boundaries for children. As a result, they behave well and learn to be kind and helpful. When given the opportunity, children move around the stimulating environment with confidence. However, the childminder does not regularly encourage them to make independent choices during the day. Therefore, children do not always have enough opportunities to do things for themselves or develop the skills they need for their next stage in learning. The childminder plans a range of activities for children to join in with. On occasions, she extends children's learning and introduces new words, such as 'pilot', to help develop their early language skills. However, teaching is not consistently good enough. Although the childminder interacts positively during children's play, she does not always allow them enough time to think and respond to questions. As a result, children sometimes lose interest and do not always make the best possible progress in all areas of learning and development. That said, when reading stories, children generally show high levels of engagement and concentrate well. They are enthusiastic as they recognise key characters and turn the pages.

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

- The childminder's evaluation of her setting is not precise enough. As a result, she does not fully recognise weaknesses and identify ways in which she can improve her skills, knowledge and the overall quality of provision. She does not focus her ongoing professional development effectively to support children who are working below expected levels to make at least typical progress for their age.
- The childminder has not attended the relevant safeguarding training required by her local authority and her policy is out of date. As a result, there are a number of significant weaknesses which compromise children's safety and welfare. The

childminder is unclear about the agencies she must notify if she has a concern regarding a child in her care or in the event of an allegation being made against her. The childminder is not aware of some of the wider aspects of child protection, including how to respond to any extreme behaviours. This means that children are not kept safe.

- The childminder does not keep robust records. She has not maintained an accurate record of children's hours of attendance. This compromises children's safety, for example in the event of an emergency.
- Overall, the childminder monitors children's progress and identifies where they may need more support. However, the curriculum is not planned and sequenced well enough to help younger children to develop high levels of independence. As a result, the childminder often over-directs children's play and does not encourage them to manage everyday tasks, such as feeding themselves. Sometimes, children become disinterested in some of the activities provided and are not motivated to join in with daily routines, such as lunchtime.
- Children are imaginative and enjoy using numbers in their play. When pretending to serve ice cream in the 'ice cream parlour', they count independently to six. The childminder enthusiastically accepts children's invitations to join their pretend play and attempts to build on their thinking and speaking skills. However, at times, she is overzealous when questioning children. For example, she asks too many questions and does not give children time to process the information and articulate their responses.
- Children are offered a well-balanced selection of food and their personal care needs are attended to, for example through regular nappy changes. They benefit from regular fresh air and walks, and go on outings to the local town and park. This supports children's physical development and helps them to learn about the wider world and their own community.
- The childminder gets to know children and families well. She finds out about children's interests and what they can already do before they start at the setting. She regularly communicates with parents about what they do at home, and plans future activities to complement children's learning. Parents are complimentary about the care their children receive.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder is able to identify some of the signs and symptoms that may indicate a child is at risk of harm. However, she is not aware of the procedure she should follow if she has a concern about a child or if an allegation is made against her or a household member. Record-keeping is not robust and policies are out of date. They do not meet the safeguarding requirements for the local authority. The childminder has not kept her safeguarding training up to date. As a result, she does not understand her responsibilities of keeping a child safe from extreme views. Nonetheless, the childminder maintains a secure environment for children. She completes risk assessments to ensure they can play in safety.

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
ensure that up-to-date child protection training has been undertaken in line with local advice, to be able to respond effectively to safeguarding concerns and take appropriate action, including liaison with relevant children's services if required	12/03/2020
develop a robust knowledge and understanding of child protection procedures, including how to identify and respond to wider safeguarding concerns, such as radicalisation and extremism	12/03/2020
develop a secure knowledge and understanding of the procedures to follow in the event of an allegation being made	12/03/2020
improve the safeguarding policy and procedures so they are in line with local safeguarding guidance	12/03/2020
maintain an accurate record of children's hours of attendance	27/02/2020
improve the curriculum and plan more effectively, specifically targeting children who are not developing securely for their age, to help all children make best possible progress	10/04/2020
implement an effective programme of professional development to help raise the quality of teaching and education offered to a good level.	10/04/2020

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

- improve the use of self-evaluation to identify areas of weakness and take appropriate action to ensure all requirements are met and to improve outcomes for children
- ensure children are provided with sufficient time to respond to questions, to enhance their emerging vocabulary
- increase the opportunities that younger children have to do things for themselves and enhance their independence.

Setting details

Unique reference number	205077
Local authority	Worcestershire
Inspection number	10115912
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 April 2015

Information about this early years setting

The childminder registered in 1998 and lives in Stourport-on-Severn. She holds a relevant level 3 qualification. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Dale Ramsey

Inspection activities

- The childminder gave a tour of her environment and discussed her practice with the inspector.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching indoors and assessed the impact this has on children's progress.
- Children and parents shared their views with the inspector through discussions and written evidence provided.
- The inspector checked evidence of the suitability of household members and the qualifications of 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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Textphone: 0161 618 8524
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