

Childminder report

Inspection date: 6 June 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

The childminder and her assistant are unable to meet the needs of all the children attending. This is because they are caring for too many children and are exceeding the required ratios, without ensuring that they are able to meet children's needs, particularly the younger children. The childminder does not have an effective curriculum for babies, to help them make the best possible progress. Older children have opportunities to develop the skills they need to prepare them for school. For example, they use the toilet independently and make choices in their learning. On occasions, the childminder promotes older children's communication, language and imagination. For example, she reads a book about a zoo and encourages the children to take on different roles, such as the zoo keeper and animals. However, she does not always consider how to engage the babies at these times. This results in them wandering and disrupting other children's learning.

In general, older children behave well, and babies are encouraged to learn how to share. However, because babies are not engaged in meaningful activities, at times, they disrupt older children's learning. For example, children build complex models with different-coloured bricks and shapes and are proud of these models. Babies then knock them over, causing older children to become upset. The childminder does not always ensure that her assistant deals with such situations appropriately to enable all children to feel valued and respected. For example, the assistant does not acknowledge children's feelings when their model is destroyed by the babies.

Although the childminder has a suitable knowledge and understanding of the procedures to follow in the event of a concern about a child, she does not ensure that the premises are safe. This means that children are exposed to risks indoors and in the garden.

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

- The childminder has not developed an effective curriculum for all children. Although she knows to make sure that older children are ready for school, she has not considered how babies and younger children develop and progress in their learning. For example, she does not engage babies in meaningful activities, and the resources available for their independent play are not age-appropriate. This means that the youngest children are not developing positive attitudes to learning.
- The childminder has not addressed previous recommendations. She has not ensured that her assistant understands how to support children's learning. For example, she does not know what children need to learn next to enable them to make progress. This means that she is unable to provide appropriate levels of engagement and challenge to help children to make the progress they are

capable of.

- The childminder and her assistant have not adequately risk assessed the premises to maintain children's safety. The childminder uses a cabin in the garden as the main playroom. Outside of the cabin, in the garden, there is a large pile of broken toys and black bags of rubbish. Inside, food and drinks from the previous day have not been disposed of appropriately. Babies put the left-over food in their mouth unnoticed and try to drink from the used cartons. In addition, babies climb on the buggies that are stored against the wall. While the childminder asks her assistant to move the babies, she does not address the issue and the risk remains.
- The childminder and her assistant tend to focus their attention on the older children, leaving the babies to wander and find their own things to do. Weaknesses in the curriculum and appropriate resources for the babies means that the childminder and her assistant do not engage this age range of children in the right type of activities to help them learn. On occasion, when the childminder and her assistant do interact with the babies, they engage them in some learning. However, the attention they give to these children is not sustained. For example, the childminder encourages the babies to put magnets on a metal cabinet. She talks about the different colours but when she moves away, babies lose interest and wander off.
- The childminder talks to the children about safety, such as what might happen when they stand on a box or when they are running up and down the cabin. However, she does not ensure that her assistant consistently helps children to follow the rules. This results in children hurting themselves.
- The childminder builds positive relationships with parents and carers. She uses an online application to keep them informed of what their children are doing through photographs and comments. In addition, they share information in the mornings and when parents collect their children.

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
improve risk assessments so that all areas used by children are safe	14/06/2024

implement an effective curriculum that focuses on all children's needs, particularly the younger ones, to ensure that they all receive the challenge and support they need to make good progress across their learning and development	28/06/2024
ensure that all assistants working with children are familiar with what the children know and what they need to learn next, so they are able to provide the right level of support and engagement.	28/06/2024

Setting details

Unique reference number	2513697
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10351984
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 4
Total number of places	10
Number of children on roll	21
Date of previous inspection	9 November 2021

Information about this early years setting

The childminder registered in 2019 and lives in Bournemouth, Dorset. She operates her childminding service from 7.30am to 5.30pm, Monday to Friday, all year round. The childminder regularly works with two assistants. She provides funded early education for two- and three-year-old children. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Lorraine Sparey

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 setting.
- The inspector held a discussion with the childminder about her curriculum and how she supports all the children with their learning.
- The inspector viewed all areas of the childminder's home used by the children, to assess their suitability and safety.
- The inspector spoke to the childminder, one of her assistants, and the children throughout the inspection. The inspector completed observations in the lounge and cabin and discussed the findings.
- The inspector spoke to a parent to gain their views.

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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