

Childminder report

Inspection date:

25 November 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's health and safety are compromised. They are exposed to risks in the home due to the childminder not maintaining fire safety equipment. Children are not learning about the importance of good health and how handwashing and other measures can help to keep them safe from illness.

At times, children spend long periods of time entertaining themselves. For example, there is limited interaction between the childminder and children as she carries out daily activities, such as preparing meals, which take an extremely long time. Children repeat the same actions over and over during this time, due to the lack of engagement from the childminder. For example, younger children continually roll a short distance backwards and forwards on a small ride-on toy. This does not offer them any challenge to progress further in their development.

Children do not receive the support they need to make the progress they should. Their learning needs are not identified accurately by the childminder. Children are not developing the knowledge and skills they need in preparation for school, particularly children who speak English as an additional language. For example, during a train track activity, children use limited language and the childminder does not extend their vocabulary or model how to pronounce words correctly. Nevertheless, children enjoy the company of the childminder and behave appropriately overall.

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

- The childminder's home is not safe for children. She does not ensure that smoke detectors are in working order, or that a fire blanket is accessible.
- The childminder does not help children to learn how to stop germs from spreading and why this is important. She does not ensure that cross-infection is minimised. For example, when children cough, the childminder does not encourage them to cover their mouth.
- The childminder does not provide a curriculum that builds on what children already know and what they need to learn next. Her expectation for children's learning is poor. The range of experiences offered by the childminder is limited. Consequently, children do not make the progress they could for their age and stage of development, or in readiness for their eventual move on to school.
- The childminder's interaction with children is not effective. When she does engage with children, she speaks very quickly to them and her pronunciation of some words is unclear. This makes it very difficult for children to understand what she is saying to be able to respond or build on their language development.
- The childminder's assessment of children's progress is not accurate. This results

in the childminder's expectations of what children can do or achieve being too low. For example, the childminder does not help children to progress to drinking from open cups as she provides them with bottles with teats to drink from.

- Children have close relationships with the childminder. They happily allow the childminder to join in with their play and participate in taking turns to push trains down a wooden track.
- The childminder shares information about what children have been doing in a confidential and secure way with parents.

Safeguarding

The arrangements for safeguarding are not effective.

Children's welfare and safety are not assured because the childminder does not ensure that all the necessary fire equipment is accessible and in working order. That said, the childminder does ensure that other risks to children are minimised. She uses safety gates and cupboard locks on doors to prevent children from accessing hazardous items. The childminder knows what the possible indicators are that a child may be at risk of harm. She also knows what procedures she must follow should she need to report such concerns, including any allegations of abuse and the radicalisation of children and their family.

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 fire safety equipment is in place and maintained in order to respond swiftly in the event of a fire, particularly regarding an accessible fire blanket and the maintenance of smoke detectors	02/12/2021
implement effective personal hygiene procedures for children to prevent the spread of infection, to help them to understand how to prevent the spread of germs	02/12/2021
develop a curriculum that is ambitious and sequenced that meets the individual needs of children and provides them with appropriate learning experiences	23/12/2021

improve the curriculum for communication and language to ensure that children receive appropriate support to extend their vocabulary, communicate confidently and reach a good standard in English	23/12/2021
accurately assess individual children's progress to clearly understand what children can do and what they need to learn next.	23/12/2021

Setting details

Unique reference number	2537943
Local authority	Nottingham
Inspection number	10210700
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Nottingham. She operates between 7am and 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Judith Rayner

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 completed a learning walk of the setting to understand how the childminder's provision and curriculum are organised.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector reviewed a sample of the childminder's documents. This included policies and evidence of the suitability of all those living or working at the setting.
- The inspector took account of the views of parents as discussed with the childminder on the day of 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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