

Childminder report

Inspection date:

31 October 2022

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

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not prioritised. The childminder does not always follow her own risk assessments, which led to a child being injured. Children happily join in activities. However, their learning is variable. Children are easily distracted. When reading stories, children begin to listen. However, the childminder does not hold their attention. Children, therefore, do not always focus on what is being taught. Children play next to each other, yet they do not interact with one another. The childminder does not encourage children to talk to each other or help each other. The children have not developed the social skills that allow them to interact with their peers and develop friendships.

The childminder does not place enough emphasis on children's communication and language development and, therefore, children do not always make the progress they are capable of. For example, the childminder recognises when children have a delay in their communication and language development and makes referrals to outside professionals. However, while waiting for outside support, the childminder has no plans of her own about how to support children to narrow this gap in their learning.

Children at this setting behave appropriately. They listen to the childminder and follow simple instructions. Children have a good relationship with the childminder. They ask for help when needed and follow her to access different areas of the setting. She ensures all children receive settling-in sessions and gathers information about each child's learning and development before they start. This gives the childminder a good knowledge of each child and begins to build an attachment between the child and childminder.

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

- The childminder does not have a robust policy and procedure for reporting safeguarding concerns. She cannot correctly discuss the referral procedure for reporting concerns about a child in her care. The childminder does not have contact details for the child protection services in her local authority.
- The childminder notified Ofsted of an incident prior to this inspection. The childminder completes risk assessments and has identified potential risks and the action she takes to minimise these. However, she failed to follow her own risk assessment in practice and, as a result, a child was injured. Children are not taught about safety around the childminder's pet dogs.
- Children are encouraged to wash their hands and demonstrate good hygiene routines most of the time. The children follow the childminder to wash their hands but they do not demonstrate an understanding of why they need to do this. When asked, 'Why do we need to wash our hands?' children cannot

answer.

- The childminder provides children with a suitable range of activities and experiences. Children participate in activities and the childminder offers praise throughout. However, the childminder does not give children a chance to develop their critical thinking and problem-solving skills. For example, when children fill a tube with lentils, these fall out of the bottom of an open tube. The childminder quickly stops this from happening by placing her hand at the bottom. The childminder does not encourage children to think for themselves or support them to solve the problem.
- The childminder has a good understanding of the importance of attachment and developing relationships with families and young children. She supports all children's transitions into the setting well. The childminder has good communication with parents regarding their child's care in the setting. She shares learning journals with parents and ensures they are kept up to date.
- Children have access to a large space in the outdoor area. The childminder provides a suitable range of physical activities, such as the swing, where children can climb and experiment with movement.
- Parents are happy with the care their children receive. The childminder ensures parents are updated about their child's care and the activities they access each day, enabling positive partnerships.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not know the correct process to follow to report any safeguarding concerns she has. This may lead to a delay in preventing further harm to a child. The childminder does not follow her own risk assessments and, therefore, children are at risk of injury. Although she is able to identify risk, she does not manage risk nor take reasonable steps to ensure children are kept safe. The childminder does recognise the signs and symptoms of abuse in young children. She is aware of wider safeguarding issues and can identify when there are concerns that children may be at risk.

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 reasonable steps are taken to keep children safe, with particular regard to implementing effective risk assessments	14/11/2022

improve understanding of safeguarding procedures and ensure policies include correct contact details, in order to be able to protect children from harm in a timely manner	14/11/2022
provide effective support for children's language and communication skills, especially when there is an identified delay in this aspect of children's learning	28/11/2022
provide more effective support for children's personal, social and emotional development, particularly building relationships and interacting with others, and understanding the importance of basic hygiene routines.	28/11/2022

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

- support children to develop their understanding of risks and about safety.

Setting details

Unique reference number	2564719
Local authority	Peterborough
Inspection number	10250830
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2020. She lives in Wittering, Peterborough. The childminder provides care for children from 7.30am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder has a qualification at level 3.

Information about this inspection

Inspector

Vikki Reynolds

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during a group activity.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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