

Childminder report

Inspection date: 1 March 2023

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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare cannot be assured. The childminder does not implement effective safeguarding policies and procedures. She does not record where poor parenting is of concern and does not ensure possible emerging concerns are monitored and that, when needed, action is taken to ensure children's well-being.

The childminder is welcoming to children, and they appear happy and settled in her care. Children form close bonds with the playful and fun childminder. They are gaining some skills that they need to support their future learning and development. However, due to weaknesses in the quality of education, children do not make good enough progress in their learning. For example, children enjoy playing with balls, so the childminder throws balls in the air in a playful manner. However, she misses opportunities to challenge children and extend their learning further. As a result, children lose interest in the play, which affects their behaviour and attitudes towards learning at such times. Despite this, the children engage in some purposeful learning. For example, they enhance their mathematical knowledge and motor skills as they sort coloured balls and show excitement as they post them in the corresponding coloured hole of a box.

Children benefit from daily opportunities to be outdoors, including to be physically active. For example, they enjoy walks in the community, running, climbing and playing games in the park and attending local playgroups. The childminder supports children to behave well and to be respectful. She acts as a good role model for children. This helps children learn to take turns, share and tidy up toys when they have finished playing with them. However, the childminder does not provide children with sufficient activities and resources to explore and play with that interest and engage them fully. This negatively impacts children's concentration levels and their attitudes to learning.

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

- The childminder has a weak understanding of safeguarding policy and procedures with regard to recording and monitoring possible safeguarding concerns. In addition, she does not ensure an open and honest dialogue with parents. This means that she is not picking up patterns of concerns which could indicate a child is at risk of harm.
- The childminder has taken appropriate action to ensure some improvements have been made since the previous inspection. For example, risk assessment of the premises is more effective and the childminder takes action to minimise children's exposure to unnecessary risks. The childminder takes steps to keep things clean to prevent the spread of infection. However, she has not done

enough to address all the weaknesses in the quality of education.

- While the childminder routinely observes children, she is not using information from these assessments well enough to precisely identify what children need to learn next. As a result, she does not provide a well-balanced curriculum that effectively focuses on children's next steps and supports them to learn through play and exploration. At times, this means that children lose focus and disengage due to the lack of stimulation and challenge.
- The quality of the childminder's interactions with children varies. The childminder delivers her curriculum through a variety of activities. Children are well supported during those that are adult-led. However, the childminder's support for children when they lead their own play is not as effective. At these times, she does not do enough to help children to practise and develop their new skills and knowledge. In addition, the childminder limits children's opportunities to make their own choices and lead their own learning. For example, children cannot easily access a broad range of resources, as many are inaccessible to them without the childminder's support.
- Children enjoy joining in with songs. The childminder makes good use of opportunities in the daily routine to incorporate singing to enhance children's speech and language development. Children enjoy listening to stories read by the childminder. They talk about the things they see in the pictures, learn new vocabulary, and develop their attention and listening skills.
- Parents are kept informed about their child's day. The childminder regularly shares information with parents about things they could do at home to extend their child's learning. However, there are weaknesses in the childminder's partnership working with parents in regard to safeguarding. For example, the childminder avoids difficult conversations with parents about children's welfare and prioritises maintaining good relations with parents over ensuring the well-being of a child.
- The childminder has begun networking with other childminders and early years professionals in her area. She is accessing more regular training to support her ongoing professional development.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a good enough knowledge of all of the signs that may indicate that a child is at risk. This is because she does not recognise the importance of monitoring possible emerging concerns. While she accesses regular child protection and safeguarding training, she does not implement her safeguarding policies and procedures effectively. The childminder maintains effective emergency evacuation policies and procedures.

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 safeguarding knowledge and understanding of how to monitor patterns of concerns and the importance of maintaining honest and open relationships with parents	02/03/2023
improve the educational programme to provide children a balanced approach between child-led and adult-led play that reflects their interests and provides appropriate levels of challenge	07/06/2023
improve interactions and adapt teaching methods accordingly to make better use of moments as they arise in children's play to extend children's skills and knowledge even further.	07/06/2023

Setting details

Unique reference number	2572010
Local authority	Bristol City of
Inspection number	10261713
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 2
Total number of places	3
Number of children on roll	6
Date of previous inspection	5 October 2022

Information about this early years setting

The childminder registered in 2020. She lives in the centre of Bristol. The childminder provides care for children from 10am to 7pm, Wednesday, Thursday and Friday, term time only.

Information about this inspection

Inspector

Dominique Allotey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder 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 inspector observed the interactions between the childminder and children and the quality of education being provided. The inspector assessed the impact that this was having on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection, including discussing the childminder's self-evaluation and her intentions for children's learning.
- The inspector looked at relevant documentation.
- The inspector completed a learning walk with the childminder to understand the provision and how the curriculum is organised.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to children to find out about their time in the setting.

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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