

Childminder report

Inspection date:

6 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

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's health and safety are compromised due to weaknesses in the deployment of assistants and the effectiveness of risk assessment. For example, the childminder and assistants do not notice quickly enough when toddlers crawl unsteadily up the stone steps in the garden by themselves and children are allowed to continue to play with the washing machine immediately after shutting their friend's fingers in the washing machine door. Children sustain too many minor injuries because the childminder and assistants do not supervise all children well enough to prevent avoidable accidents.

The childminder provides some support for children's learning. For example, she helps them to solve mathematical problems when the children spontaneously ask questions about numbers. However, she does not make sure that all children benefit from a well-planned curriculum, where they receive the support and challenge they need to help them make good progress across all areas of learning. Although children play happily, some do not receive enough support and attention from the childminder and her assistants to build on what they already know and can do.

Children explore the available resources and make independent choices in their play. Babies bang resources on materials around the room and listen to the sounds they make. Older children confidently tell their favourite stories to their friends, holding the book up so the children can see the pictures. They play cooperatively with each other and invite the childminder and assistants to take part in role-play games with them.

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

- The childminder has recently employed another assistant to help with the rapidly increasing number of children on roll. However, she has not identified how to manage the changes effectively to ensure they all keep children safe and meet their individual learning needs. The childminder does ensure that risk assessments are effective to help her and her assistants provide safe places for children to play.
- The childminder and her assistants do not deploy themselves well to supervise the children closely and prioritise their welfare. For example, one assistant was left on her own to bring babies and toddlers in from the garden when it started raining heavily. She struggled to do this safely and quickly, and the inspector had to step in to prevent an accident. The childminder and assistants do not take action to prevent children from getting hurt and upset. For instance, children climb into the dirty fire grate, and accidentally knock each other over. At times, the childminder and assistants focus their attention too much on

preparing meals and tidying, rather than the children. Without adult support or instruction, the children wander around aimlessly and minor accidents occur.

- The childminder does not provide her assistants with the level of support and coaching they need to build on children's current skills and abilities. The childminder does not monitor the delivery of the curriculum well enough. Although the assistants are friendly and playful when joining in with the children's self-chosen play, the lack of challenge and interaction results in some children playing for most of the session without adult support to extend their learning.
- The childminder and assistants model a broad vocabulary for children, such as shiny, tiny, crunchy and frustrated. Children repeat these words in different contexts. However, some quieter and younger children receive little encouragement to speak, so they play quietly by themselves for most of the time. At mealtimes, children do not benefit from high-quality interactions and support from the childminder and her assistants, so often sit and eat in silence.
- The childminder and assistants model the use of good manners to teach children to say 'please' and 'thank you'. Children enjoy their company, behave well and are confident. For example, they pour their own drinks and when they spill some, they are self-assured in expressing that they would like to clean the mess themselves.
- The childminder works well with other settings attended by the children to share relevant information about children's care and learning.
- The childminder shares information with parents about the children's progress. Parents speak highly about the childminder and her assistants, commenting in particular about the warm relationships they form with children and the enjoyable activities children participate in.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not recognise potential risks and, therefore, does not take action to manage them. For example, she does not identify the risk when her large dog runs around the garden at speed in excitement and does not ensure this does not put children in danger. This is despite the fact the dog had already run at a toddler seated on the floor and jumped on their head. At times, without close enough supervision by the childminder and her assistants, children wander around without purpose and injure and upset each other unintentionally. The childminder and assistants know how to identify possible signs and symptoms of abuse and the procedures to report concerns, including for any allegations made against them or someone they work with. The childminder follows safer recruitment and vetting processes to ensure that assistants are suitable to work with children.

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 the risk assessment process to ensure that all adults working with children take appropriate action to remove or reduce potential risks to children	10/03/2023
improve deployment of assistants to ensure they supervise children effectively and meet their individual needs, including during routine tasks and activities	10/03/2023
improve the delivery of the curriculum to target children's learning needs more effectively, to provide more challenge and ensure activities and interaction build on what children already know and can do	31/03/2023
provide the younger and quieter children with the support they need to increase their speech and language	31/03/2023
provide effective support and coaching, and monitor assistants' practice more closely to help improve the quality of children's experiences and ensure their safety at all times.	31/03/2023

Setting details

Unique reference number	2575411
Local authority	Somerset
Inspection number	10281696
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 11
Total number of places	18
Number of children on roll	23
Date of previous inspection	8 July 2022

Information about this early years setting

The childminder registered in 2020. She lives in Frome, Somerset. The childminder provides care for children from 8am until 6pm on Monday, Tuesday, Thursday and Friday, all year round. The childminder has an appropriate level 3 qualification and works with two assistants.

Information about this inspection

Inspector

Sarah Madge

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection and parents provided their feedback about the childminder.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder reflected on the practice and routines of snack time 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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