

Childminder report

Inspection date:

2 February 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

The childminder does not fully understand her responsibilities to keep children safe. Weaknesses in recruitment procedures for new assistants, maintenance of attendance registers and the recording of accidents, incidents and injuries compromise children's well-being.

Children are happy. They settle quickly and form close bonds with the enthusiastic and caring childminder, who provides a welcoming environment for children. Overall, children are motivated to explore the resources and confident to make choices about their play. Although the childminder has high aspirations for the children, they do not benefit from a well-designed curriculum. The childminder does not always consider what she wants children to learn. As a result, some activities are not purposeful with the right amount of challenge to build on children's learning. On these occasions, children lose interest and wander off.

The childminder supports children's communication and language skills. She talks to children constantly and repeats back words, using the correct pronunciation to develop their language skills. For instance, when young children point to a paint pen and say 'purp', she says, 'Yes, that is a purple pen'. Most children enjoy singing activities, and the childminder encourages them to join in with the actions and words. Children are keen to experiment with musical instruments. They shake rattles and enjoy listening to the different sounds as they bang various resources on tambourines. The childminder engages effectively with children in role play. For example, she uses toy mobile phones to chat to children about their families.

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

- Children's safety is at risk because recruitment practice is not good enough. The childminder does not use effective systems to ensure the suitability of new assistants.
- The childminder does not consistently record and share information with parents about all accidents and incidents that occur at the setting to promote children's welfare.
- The childminder fails to keep accurate records of children's hours of attendance.
- The quality of teaching is not consistent and, as a result, children do not make as much progress as they could. At times, the childminder does not know what she wants children to learn and fails to extend their learning. For example, when children show an interest in exploring geometric wooden blocks, she does not talk about the different shapes to deepen their learning or support them to count the blocks to promote their early counting skills. When young children play with toy emergency vehicles, the childminder asks them if they can remember which button to press for the siren. However, she does not give children time to

think and respond before giving them the answer and pressing the button herself.

- The childminder provides children with lots of encouragement to promote their self-care skills and independence. For instance, she teaches them to drink out of open cups and clean their hands and face. The childminder is a positive role model and supports children's social skills. She encourages children to play together and share resources. However, at times, she does not give children clear and consistent messages of behaviour expectations. When children show signs of frustration, the childminder does not consider how she can provide children with support to help them understand their emotions and the feelings of others.
- Children enjoy being physically active. Younger children laugh with delight when they roll balls to knock down wooden towers. The childminder praises them for their efforts to boost their levels of self-esteem. Children benefit from regular outings to the local parks to run, climb and balance on play equipment.
- Children focus on some activities for long periods, for example when they use a variety of coloured paint pens and pencils to create birthday cards. As children help to tidy away the resources, the childminder asks them to match the coloured lids to the paint pens. Children demonstrate their developing problem-solving and coordination skills as they put the correct lids on the pens.
- The childminder shares some information with parents about children's care routines and play when they collect their children. Parents appreciate the regular photos they receive of their children engaged in activities.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder fails to use safer recruitment procedures to recruit new assistants and ensure their suitability to work with children. She does not always record accidents, incidents and all injuries children sustain or share this information with parents. She does not keep an accurate record of children's hours of attendance. These weaknesses compromise children's safety and well-being. The childminder has an appropriate knowledge and understanding of child protection issues. She knows how to recognise the signs of abuse and has a competent understanding of a wide range of safeguarding matters. She is confident about the correct procedures to follow should she have any concerns. The childminder checks on sleeping children regularly and supervises children well during mealtimes. She teaches children how to keep themselves safe, for instance how to hold a knife as they spread butter on their toast.

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
use robust recruitment procedures to ensure assistants are suitable for their role	04/03/2022
keep a written record of accidents or injuries and first-aid treatment, and inform parents of any accident or injury sustained by their child	04/03/2022
record accurate hours of children's attendance	04/03/2022
plan challenging experiences based on children's individual needs and interests to focus on what they need to learn next, to help children make good progress in all areas of learning	29/04/2022
support children to understand their own and others' feelings, and provide them with clear and consistent messages for behaviour expectations.	04/03/2022

Setting details

Unique reference number	2586387
Local authority	Swindon
Inspection number	10220304
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	1 to 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in August 2020. She operates in the vicinity of Old Town, Swindon, Wiltshire. The childminder offers her service each weekday from 8am to 6pm, all year round, with the exception of family holidays and bank holidays. The childminder has three assistants. She currently receives free early years funding for children aged three years.

Information about this inspection

Inspector
Karen Allen

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector discussed the childminder's intentions for children's learning and observed the impact of activities on children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views on 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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