

Childminder report

Inspection date:

5 October 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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 compromised because the childminder does not recognise or manage risks effectively. For example, babies and toddlers are not always supervised by the childminder when they eat their lunch, which means the childminder cannot monitor their health and welfare closely.

The childminder has not given sufficient thought to how she will meet the needs of all children when she applies the exception to the ratio requirements. When caring for additional early years children, the childminder provides a poor standard of education. Children are not challenged or stimulated and do not receive the necessary support and interaction from the childminder to extend their learning. Consequently, most children spend their time wandering around and moving quickly from one toy to another. They are content as they do this, but do not engage in play or activities that develop their skills and understanding. Nonetheless, some children express themselves confidently and older children begin to learn to count.

The childminder is friendly and kind, giving children cuddles when they are tired. She tends to their routine care needs promptly, such as changing their nappy and putting them down for a nap when needed. Most children feel comfortable in the childminder's care. However, new babies become upset when the childminder leaves them frequently to check on the children who are asleep upstairs. This does not help the new children to feel settled and secure.

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

- The childminder has completed the relevant safeguarding training. However, she does not have a secure knowledge and understanding of how to recognise and respond to concerns about children's welfare. This places children at risk of harm.
- The childminder does not identify or minimise significant risks to children. She repeatedly goes upstairs briefly to check on sleeping children, leaving toddlers to walk around while eating apples. This poses a choking hazard and means she would not be present to notice and administer emergency first aid immediately.
- The childminder does not provide a curriculum that builds on what children already know and what they need to learn next. She plans activities for all the children to do together but does not provide any challenge to meet their individual learning needs. The childminder carries older babies or sits them on the floor and in highchairs throughout the day. Despite recognising that they are beginning to become more physically active, she does not support their developing strength and balance to help them learn to crawl, stand and walk. Children do not make the progress of which they are capable.

- The childminder does not accurately assess children's learning and development, to enable her to identify any areas where children may require additional support. When she does recognise that children may benefit from extra help, weaknesses in the quality of the curriculum and teaching mean that children do not receive the support they need.
- The childminder's decision to care for additional children impacts her ability to meet their individual needs. For example, she does not interact with babies when they cuddle into her with a bottle of milk because she tries to engage the older children in an activity by reading a book to them at the same time. Toddlers become overly excited and noisy as they play without support, which disrupts the older children when they do try to concentrate.
- The childminder is kind and friendly and gets to know the children. Older children sing spontaneously during their play and ask the childminder for help when needed. However, while she recognises that new babies are settling in, the childminder repeatedly leaves them alone for short periods while tending to other tasks. This upsets the new babies frequently throughout the day and does not help them to form strong attachments and feel emotionally secure at the setting.
- The childminder models the use of good manners and praises children enthusiastically for their efforts and achievements, which helps to build their confidence. Children learn to be independent in their self-care, such as using cutlery to feed themselves at mealtimes.
- The childminder shares information with parents about their children's experiences and care. However, she does not understand her role in providing families with support and advice to improve outcomes in children's development. Furthermore, she does not work closely with other professionals who also support the children, to enable her to prioritise and meet the children's individual needs.
- The childminder does not promote children's communication and language development effectively. Some babies and toddlers are allowed to wander and play contentedly with dummies in their mouths throughout much of the session. The childminder does not notice that she does not give enough attention to some younger and less confident children, so they spend much of the day playing in silence.
- Older children develop appropriate social skills and demonstrate care and kindness toward their friends. For example, they check on their friends when they fall over.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a sufficient understanding of safeguarding. She is unclear about how to recognise concerns that children might be at risk of harm from abuse or extremist views. As a result, she does not know when to seek advice or how to refer concerns to the relevant authorities. Furthermore, the childminder does not know the process to follow should there be an allegation about any adult

living or working on the premises. Risk assessment is ineffective because the childminder does not recognise potential hazards and risks. For example, while attempting to supervise young children in two rooms at the same time, she does not notice immediately when toddlers put small items in their mouths as they explore the toys. She has not considered how she would keep all children safe when additional children are present if she needed to evacuate the premises in the event of a fire.

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 risk assessments to help identify hazards and reduce the risks to children, to promote their safety and welfare at the setting	28/10/2022
improve knowledge and understanding of how to recognise and report concerns about children's welfare, including abuse and extremist views	28/10/2022
improve knowledge of how to manage allegations against adults, including how to report these to the appropriate authorities	28/10/2022
ensure the individual needs of the number of children being cared for at any one time are met	28/10/2022
develop strategies to help children to feel emotionally secure and settle quickly at the setting	28/10/2022
develop partnerships with parents to support them and share information that helps to improve outcomes for children	28/10/2022
work with other professionals and share information where appropriate, to ensure all children receive the individual support they need	28/10/2022

improve the quality and frequency of interactions with each child to support them to think, develop their speech and express themselves confidently	28/10/2022
plan a challenging curriculum that targets each child's learning needs to help them make good progress in their development	28/10/2022
improve knowledge of assessment to consider what children know and can do, to help identify when children may benefit from additional support.	28/10/2022

Setting details

Unique reference number	2599826
Local authority	Cornwall
Inspection number	10251537
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 3
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in September 2020 and lives in Trispen, near Truro in Cornwall. She offers care each weekday, all year round. The childminder holds a relevant degree qualification. She works with an assistant at times. The childminder accepts funding to provide free education for children aged two, three and four years.

Information about this inspection

Inspector
Sarah Madge

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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The childminder spoke to the inspector about her intentions for the children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke with the inspector during the inspection to talk about themselves and their favourite toys.
- The inspector spoke with the childminder about the leadership and management of 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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