

Childminder report

Inspection date: 25 April 2023

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

The breaches to the safeguarding and welfare requirements impact children's health, safety and learning significantly. Risk assessments, in particular those around food safety, are not effective. They do not identify and minimise the potential risks to children. This includes when young babies and children are eating. This does not assure children's safety and well-being. Furthermore, the childminder does not maintain required records to fully promote children's welfare. Despite these weaknesses, children are happy and settled. They have a good relationship with the childminder and seek her out for conversation and comfort.

Children's learning is significantly affected by the weaknesses in the quality of education. The childminder does not have a good knowledge of how young children learn. Consequently, children do not benefit from a broad curriculum that meets their needs. Most often, children occupy themselves rather than actively learning. For example, older children spend long periods exploring sand with little interaction from the childminder. The childminder does not have a secure understanding of the skills children need to be taught, and any learning that does take place is often incidental. The lack of precisely planned activities limits children's learning.

Overall, children behave well. They play happily alongside each other, talking about their play. Children demonstrate good levels of confidence. For instance, they happily welcome visitors and excitedly show them what they are doing. However, activities and toys do not fuel children's curiosity. For instance, the childminder is quick to tell children 'no' when they share their ideas about bugs that swim. The lack of stimulation limits children's opportunities to develop positive attitudes to their learning.

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

- The childminder does not implement a well-designed curriculum. She lacks the understanding about how to plan to help children build on what they know and can do. For instance, the childminder has identified that babies next steps in learning are focused on physical development, in particular learning to stand and walk. However, she places babies in seats and ball pits with little movement for long periods. This does not help babies to practise the physical skills they need for their all-round learning and development.
- The childminder does not have a good enough understanding of the early years foundation stage curriculum and her role in promoting children's learning and development. As a result, teaching is weak and does not match the children's age and stage of development. For example, the childminder explains how she 'tests' children on their learning. She regularly interrupts children's play to show

them flashcards or posters and asks them to recite words, colours or shapes. Although children answer her questions, they do not engage, and this does not interest them. The childminder fails to recognise the weaknesses in her practice.

- The childminder does not meet children's needs. Although some children are independent in tasks, such as going to the toilet and putting on their shoes, they complete these without any interaction or encouragement from the childminder. In addition, the childminder struggles to interact with all children within activities. For instance, the childminder talks with older children as they enjoy making jelly. However, she does not recognise that the activity is not inclusive to younger children who are sitting alone observing. Despite this, the childminder is caring towards children but does not fully carry out her role as their key person.
- The childminder does not effectively maintain the records and documentation required to support children's health and welfare. She does not keep the required written records relating to accidents, injuries or medication administered. In addition, the storage of required records is not effective in ensuring that personal details are kept confidential. The childminder does not adhere to data protection or confidentiality requirements.
- The childminder does not ensure that children benefit from health, balanced meals, snacks and drinks. For example, during the inspection, the snacks offered were high in sugar, as were the drinks children used during a role-play 'coffee shop' activity. This does not support children to learn about making healthy choices in relation to food.
- The childminder does not ensure that all children are adequately supervised when eating. For instance, the childminder leaves babies unsupervised when she leaves the room while they are eating. In addition, she does not ensure that food eaten by children is cut into appropriate sizes. This does not adequately protect children from the risk of choking. This significantly compromises their safety.
- The childminder builds trusting relationships with parents. Parents appreciate the good communication and say that new children have settled well. They say that children have developed their confidence and communication skills.

Safeguarding

The arrangements for safeguarding are not effective.

Despite these weaknesses, the childminder knows her responsibility to be alert to any signs that a child may be at risk of abuse. She is aware of the process to follow should concerns arise. The childminder also understands the procedure to follow should an allegation be made against herself or a household member. She has a range of safety precautions in place in her home. For instance, she has a secure fire exit route 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
design and implement an ambitious curriculum that captures children's attention and supports their learning effectively	19/05/2023
improve skills and knowledge to fully understand what children need to learn next to secure their good progress	19/05/2023
maintain accident and medication records for all children and have these available, as required	19/05/2023
ensure that children's information is kept confidential and stored appropriately, as required	19/05/2023
improve the arrangements to support the children's health, with particular regard to providing healthy, balanced and nutritious meals and snacks and to support children's understanding of healthy choices	19/05/2023
improve risk assessments to ensure that children are always adequately supervised, particularly while eating.	19/05/2023

Setting details

Unique reference number	2600351
Local authority	Slough
Inspection number	10285979
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Slough. The childminder provides care Monday to Friday, from 7am to 7pm, except for bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mandy Cooper

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023