

Childminder report

Inspection date: 11 March 2024

Overall effectiveness	Inadequate
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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 do not benefit from good-quality care or learning. Risk assessments are poorly understood by the childminder. Consequently, she does not recognise and respond to potential risks in her home. For instance, toys given to children are not always age-appropriate and could cause choking risks. This has an impact on children's safety and well-being.

The childminder's understanding of children's learning and development is poor. She does not have the knowledge or understanding of how to provide a curriculum that is tailored to what children need to learn or know next. There is a limited range of suitable and age-appropriate toys made available for the differing ages. For example, the childminder gives children puzzles to do that are too difficult for them to complete. They do not develop the positive attitudes to learning that they are capable of. This is because they are not consistently offered interesting or engaging activities to stimulate their curiosity for learning. For instance, children are given foam letters to play with that do not interest them and they throw them across the room because they are bored. This impacts on children's learning and development.

Despite this, the childminder has built warm relationships with children. For example, children seek reassurance from the childminder and cuddle up to her when they want to be comforted. However, children's behaviour is not supported effectively by the childminder. For instance, at times, she tells children they cannot play with certain toys without offering an explanation, and children become angry and upset. This has a negative impact on children's confidence and self-esteem.

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

- The childminder has not assessed risks effectively in her home and does not demonstrate a sufficient knowledge of how to create a safe environment. For example, she does not identify the possible risks to children of unsecured furniture, including a large television, that they pull themselves up on. The childminder is not aware of safety guidance regarding equipment she uses, such as the trampoline. Her lack of understanding of possible risks compromises children's safety.
- The childminder does not always supervise the children effectively. She does not ensure children are always within her sight and hearing during mealtimes. For example, during mealtimes, the childminder goes upstairs to empty the potty and is busy in the kitchen. She does not recognise possible choking hazards, such as young children eating large pieces of fruit. Furthermore, children run around with mouthfuls of food. This poses a risk to children and does not ensure their safety.

- Children behave well some of the time. For instance, they share and take turns as they play together at the playgroup. The childminder encourages children to use good manners during their play and daily routines. For example, she reminds the children to say please and thank you. However, the childminder does not consistently address incidents of unwanted behaviour. For instance, when children throw toys or push their friends, the childminder ignores this behaviour. Inconsistent attempts to manage children's behaviour do not support children to learn right from wrong.
- The childminder does not promote good hygiene procedures to help prevent the spread of infection. For instance, she does not consistently wash her own hands after wiping children's noses or before giving them food. Additionally, the childminder does not teach the children to wash their hands at key times, such as before eating. This means that children are not supported to learn about how to keep themselves healthy.
- The quality of teaching is weak. The childminder does not have a good enough understanding about child development. For example, the childminder is unclear of children's stage of development and what they need to learn next. She is not able to thoroughly explain how she monitors children's progress or how she plans activities to support their development. The childminder has not been able to demonstrate that she carries out the required progress check for children aged between two and three years. Children do not make the best possible progress and are not well prepared for their future learning.
- The childminder has completed safeguarding training. She has a good understanding of the signs and indicators of abuse. The childminder knows how to report and escalate concerns about children and adults. However, she has not given enough attention to keeping other aspects of her knowledge and skills up to date, including her understanding of child development and how children learn. This impacts children's progress.
- Children have warm bonds with the childminder and laugh with her during play activities. For example, when visiting a playgroup they explore the environment together, playing with toys and resources and enjoying being read stories. The childminder understands that children need fresh air and physical exercise. She takes them on outings to local parks, the forest and places that they are interested in, such as the local castle. This helps children to learn about the local community and supports their social and physical development.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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
carry out robust risk assessments to identify potential hazard and take action to remove or minimise them	28/03/2024
ensure that children are supervised effectively at all times and that they are always within sight and hearing while they are eating	28/03/2024
develop a secure knowledge and understanding of how to manage children's behaviour in a positive, fair and effective manner that supports them to learn how to behave well	28/03/2024
put robust hygiene routines in place to promote children's good health and to prevent the spread of infection	28/03/2024
develop an effective knowledge and understanding of how children learn, and improve teaching skills, to meet the needs of individual children	28/03/2024
plan and implement a curriculum that is appropriate for the age of children who attend	28/03/2024
implement robust arrangements for carrying out the required progress check for children aged between two and three years.	28/03/2024

Setting details

Unique reference number	2686310
Local authority	Isle of Wight
Inspection number	10334426
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	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Ryde, on the Isle of Wight. The childminder offers care for children Monday to Friday from 7am to 6pm, all year round.

Information about this inspection

Inspector
Nicole Atkinson

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 provider and has taken that into account in their evaluation of the provider.
- 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 discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and on outings, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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.

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