

Childminder report

Inspection date: 1 May 2024

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 welfare of children is compromised because the childminder does not ensure that they are safe and secure when playing in the garden. She does not assess the risks to children playing in the back garden and shed to identify and remove potential hazards and the risk of injury. She does not ensure the back garden is secure and that children sleeping outside are supervised appropriately to keep them safe.

Children are happy and settled in the childminder's care. Some children enjoy positive learning experiences to encourage their development. They choose and lead their own play and explore different creative activities. For example, they explore paint and dough to learn about colour and how to use tools. However, the childminder does not deliver an ambitious curriculum for the youngest children. They spend long periods of time playing alongside the childminder with limited interaction from her to encourage their learning. Children develop positive attitudes and behaviour through the childminder's example and gentle guidance to encourage sharing and taking turns. She provides activities to support their personal interests. For example, older children explore water, foam and pretend mud play with trucks and animals to learn new words and to create with.

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

- The childminder's assessments of risk are ineffective. The childminder does not ensure the back garden and shed are safe for children to play in. She has not identified protruding nails as a potential risk of injury to a child. The childminder has identified that children should not handle her dog without supervision. However, she allows them to do so in the shed play area, where they poke fingers through the kennel to touch the dog. This puts children at risk of injury.
- The childminder does not ensure children are kept safe and secure when sleeping. Some children sleep in a buggy in the garden. This is out of the childminder's sight, and she does not ensure the side gate is secure to prevent any unauthorised access to the garden. This compromises children's safety.
- The childminder does not ensure that the curriculum meets the needs of all children equally. She knows what she wants children to learn and joins in some children's play to support their learning goals. For example, she helps older children to learn colours, she counts in their play and introduces new words. However, expectations for the youngest children are less, and they do not benefit from the same positive interactions as the older children to build further on their learning. While they are content playing alone, the childminder does not interact to encourage their exploration, communication, or physical development goals.
- The childminder supports children's preferences for active play and outdoor

learning. Children who are mobile move between the indoor play area and garden. They attend weekly forest school sessions to learn about the environment and how to keep safe. They visit a local farm to learn about caring for animals. The childminder adapts activities when she observes them become very active, such as creating interactive stories to support their engagement and interest in books.

- The childminder knows the signs and symptoms that might indicate a child is at risk of abuse or neglect. She understands the procedures to follow in the event of a concern about a child or adult, and keeps her knowledge of the local safeguarding procedures up to date. However, the weaknesses in her risk assessments and supervision of children do not ensure their welfare is safeguarded at times.
- The childminder establishes positive partnerships with parents. She works with them from the start to understand their children's needs and developmental stage. Parents share positive feedback regarding the childminder's provision, and they appreciate how well informed they are kept.

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
ensure that risk assessments are robust and used to help ensure that the premises are safe, secure and suitable for children in the outdoor play area	02/05/2024
ensure children sleeping outside are kept safe and secure	02/05/2024
improve the delivery of the curriculum for the youngest children to encourage their communication, exploration and physical development.	29/05/2024

Setting details

Unique reference number	2688723
Local authority	Somerset
Inspection number	10343601
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 8
Total number of places	5
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Taunton, Somerset. The childminder offers care from 6am to 6pm, Monday to Saturday. She receives funding to provide free early education for children aged four years old.

Information about this inspection

Inspector

Bridget Copson

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.
- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend children to learn.
- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector sampled the documentation.
- The inspector spoke to children and took account of parents' views.

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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