

Childminder report

Inspection date:

2 November 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The experienced childminder does not maintain all of the records that she is legally obliged to. This does not help her to ensure children's health and safety. She does not keep a record of all accidents and injuries to children while in her care, or the first-aid treatment that she administers. The childminder does not record children's attendance. She does not make sure that she keeps the required information about every child on roll at her provision. This compromises children's welfare.

The childminder provides a welcoming and friendly environment. Parents and carers like the home-from-home setting that she offers. Children behave well and show that they feel secure in the childminder's care. They busily roll small-world cars down slopes. They pile soft animals and dolls into the pushchair and set off for a walk around the playroom. Children make expected progress in their learning. However, the well-qualified childminder has not taken steps to improve her professional skills and knowledge, as recommended at the last inspection. Her curriculum does not fully promote the progress that children are capable of.

The childminder closed her provision at the start of the COVID-19 pandemic. Parents are pleased with how she supported children to settle back in when they returned. Children who were initially anxious about being in bigger groups now separate confidently from parents and socialise well.

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

- The childminder allowed her paediatric first-aid qualification to expire. This is a breach of legal requirements. She has now attended paediatric first-aid training. The childminder demonstrates that she knows how to treat minor injuries and respond to emergencies. However, she does not record accidents and injuries that children sustain, or the first-aid treatment that she administers. This compromises the accuracy of the information that the childminder shares with parents. It means that her recall of important facts is less reliable should a child's condition deteriorate.
- The childminder does not record children's days or hours of attendance at her provision. This has the potential to compromise children's welfare, should precise information about their whereabouts be required. The childminder's generally poor record-keeping makes it more difficult for her to ensure that she adheres to staff to child ratio requirements.
- The childminder does not record all of the required information for every child in her care. This means that in an emergency she relies solely on parents' telephone numbers stored on her mobile phone. This does not promote children's welfare well enough.
- Children demonstrate their eagerness to play. When the childminder suggests a

painting activity, they quickly agree. Children paint and chat happily. However, the childminder does not know how to extend children's vocabulary and promote their language development really effectively. This hinders children's swiftest progress towards becoming confident communicators.

- Children learn habits that help to promote their good health. For example, they wash their hands before eating. However, the childminder is less effective at helping children to make healthy choices about food. At snack and lunchtime, children satisfy their appetites with foods that are high in sugar. This does not help them to learn about, and benefit from, a balanced diet as they grow.
- The childminder establishes consistent rules and routines. For example, children know that they must cover their clothes and sit at the table before they can paint. Children follow the familiar routine and this helps to promote their self-control and independence.
- Relationships in the provision are positive and children play well together. They respect each other's space and ideas. Children like and trust the childminder. Older children welcome her suggestion that they all cuddle up on the sofa and watch television after a busy morning at pre-school. The balance of rest and activity helps to promote children's emotional well-being.
- The childminder knows children's interests. For example, she puts out the small-world garage and cars for children who enjoy playing with them. The childminder provides lots of books that children like to choose from and read with her. She writes children's names on their pictures. This helps to promote children's early literacy.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's health and safety is not assured. The childminder does not maintain essential records. The childminder attends local safeguarding training. However, she does not apply what she learns effectively enough to make sure that her own procedures are up to date. For example, the childminder does not know the action she must take if an allegation is made against herself or a member of her household. This leaves children at risk of harm. That said, the childminder caters safely for children who have allergies to particular foods. She teaches children to walk safely along the pavement when they go on outings together.

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 the current local arrangements for child protection are incorporated effectively into the setting's safeguarding procedures, so that concerns that children may be at risk of harm can be dealt with swiftly and appropriately	16/11/2021
keep a written record of accidents and injuries to children and of any first aid administered	16/11/2021
maintain a record of children's days and hours of attendance	16/11/2021
record and retain all of the required information for every child on roll	16/11/2021
improve knowledge and understanding of language development, in order to ensure that activities and interactions fully promote children's vocabulary and communication skills.	16/11/2021

To further improve the quality of the early years provision, the provider should:

- help children to understand how a balanced diet contributes to their good health.

Setting details

Unique reference number	306175
Local authority	Wirral
Inspection number	10197711
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 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	29 July 2016

Information about this early years setting

The childminder registered in 1998 and lives in Bebington. Her provision operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

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 childminder.
- The childminder and the inspector discussed the childminder's plans for the day's activities.
- The inspector observed interactions between the childminder and children. She spoke and played with children.
- One parent spoke with the inspector. The inspector took account of their views.
- Documents used in the childminder's setting were sampled by the inspector. The inspector checked evidence of the suitability of the childminder and members of her household aged 16 years and over.

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 2021