

Childminder report

Inspection date: 14 December 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Parents do not enter the childminder's home in line with the setting's COVID-19 practice. Children leave their parents at the garden gate and are collected from the same place. The childminder exceeds the required adult to child ratios. This means that children do not receive enough dedicated attention from adults to keep them safe and to support their play and learning. Children play freely and choose resources in the playroom. They build towers with bricks and play with small cars and vehicles. Children do not demonstrate cooperation with each other as they play. At times, children push each other or prevent other children from joining in their play or sharing the resources.

Younger children are often left to amuse themselves and wander around the room or garden. They sit in high chairs to join in adult-led activities alongside older children. However, there are too many children at the activity for the childminder to provide effective support. Younger children explore flour and cereal as older children are encouraged to make snowmen. Although the youngest children are content to explore and eat the flour and cereal, the childminder rarely interacts meaningfully with them. She is not able to meet the needs of all the children present. This means that children, particularly the youngest children, receive little support for their emotional development or to enhance their emerging communication and language skills.

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

- The childminder does not ensure that Ofsted have been provided with sufficient information to complete suitability checks on all adults working with children. Adults who have not had suitability checks completed are left unsupervised to look after children. This compromises the safety and welfare of children.
- The childminder does not take sufficient steps to minimise the risk of accident or injury. Very young children play on a slide and climbing equipment positioned on a wooden floor. The childminder explains that this is a managed risk, as the equipment is not too high, and that no child has been injured using it before. However, there are times when children play on this equipment while adults are in another room. Very young children are at risk of falling from the equipment without any adult seeing or supervising them.
- Behaviour management within the provision is not strong enough. At times, negative behaviour is either not observed by the childminder or she does not respond to it effectively. For example, sometimes children are asked not to run in the playroom, but at other times they run around inside without challenge. Support and explanations are not consistently given to children to help them to learn what is expected of them.
- The childminder completes all required training and works with local authority

advisors to develop her knowledge and understanding. She shares training information with her assistant and provides some support to develop her assistant's practice. Despite this, the childminder does not ensure that children are kept safe or that they benefit from good quality teaching and interactions.

- The childminder has a general overview about what children know and what they need to learn next. However, she does not implement an effective educational programme to meet the needs of all the children attending. There are too many children present for her to be able to teach effectively or to meet their individual learning needs. The childminder does not provide enough support for children to engage them and extend their learning.
- Children develop sound physical skills. The childminder provides opportunities for children to develop their small- and large-muscle skills. Children fix construction pieces together and carefully pour melted icing from spoons to decorate cookies. They benefit from fresh air and exercise as they play and run freely in the garden.
- Some support is given to children to develop their early literacy skills. Children show a preference for different books and stories. They know stories well and re-enact them. Children enjoy books about emergency vehicles and collect all the toy vehicles in the room to match them to the pictures in the book. Children show some understanding of early mathematics as they begin to order the vehicles by size.
- The childminder takes time to get to know parents and their children. Sound relationships are established with parents and staff at other settings children attend. The childminder shares regular information. For example, she uses a 'home-link' book for parents and other adults involved in children's care to share information. She also provides parents with information about how to support children's learning at home. Parents comment positively on the support they receive and the way information is shared.

Safeguarding

The arrangements for safeguarding are not effective.

The suitability of all adults working with children is not assured. The childminder does not demonstrate a robust understanding of safeguarding. She is not aware of the correct procedures to follow in the event of allegations against adults working with children. The childminder demonstrates a weak understanding of risk assessment. This puts children at risk of harm. The childminder does not implement a safe mobile phone and camera policy. Adults caring for children have their personal mobile phones in their pocket as they work. The supervision of children is not sufficient because there are not enough adults present to supervise children effectively. At times, the adults who are working with children are not deployed effectively to meet children's needs or to keep them safe. The childminder does not maintain an accurate record of children's attendance, as required. This compromises the safe and efficient running of the provision.

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
provide Ofsted with the necessary information for suitability checks to be completed for all adults working on the premises	04/01/2022
improve knowledge and understanding of safeguarding, with particular regard to the procedures to follow for allegations against adults working with children	04/01/2022
implement an effective policy for the safe use of mobile phones and cameras	04/01/2022
ensure that adults whose suitability checks have not been completed are not included in adult to child ratios or left unsupervised with children	04/01/2022
ensure that staff to child ratios are maintained	04/01/2022
supervise children effectively and review the deployment of adults to ensure children's care and learning needs are consistently met	04/01/2022
improve risk assessment to identify any risks to children's safety and take steps to minimise or remove risks	04/01/2022
manage children's behaviour effectively and give children consistent messages and boundaries so that children learn what is expected of them	04/01/2022
maintain an accurate record of children's attendance	04/01/2022
implement an effective educational programme to motivate children and to enhance learning through fun and purposeful play.	24/01/2022

Setting details

Unique reference number	306771
Local authority	Telford & Wrekin
Inspection number	10217132
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 5
Total number of places	12
Number of children on roll	9
Date of previous inspection	10 May 2019

Information about this early years setting

The childminder registered in 1999. She holds an appropriate qualification at level 3 and works with an assistant. The childminder operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- This inspection was carried out following the risk assessment process.
- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and took that into account in the evaluation of the setting.
- The inspector and childminder discussed the provision to understand how the curriculum is organised.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder's assistant and parents during the inspection.

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