

Childminder report

Inspection date:

3 August 2022

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

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not take responsibility for some medicines that children take while in her care. As a result, not all medication is administered, recorded or monitored appropriately. The childminder does not consider the potential risk to children who take or have access to medicines contained within food and drink. Consequently, this puts children's health at risk and the childminder fails to protect children adequately.

Children access a range of activities. However, children's learning and development is compromised when the childminder exceeds the usual adult-to-child ratios. This means that she is unable to provide attention and high-quality interactions for all children within her care. For example, children are occupied with activities but lack challenge and good-quality teaching from the childminder to extend their learning.

Children are encouraged to develop good manners. For example, during snack time, they say please and thank you. However, the childminder does not consistently support children in managing their own emotions and behaviour. For instance, when children throw sand or stamp on storage boxes, they are asked to stop what they are doing, but they are not provided with an explanation about why they need to stop. Similarly, children are not supported to understand their own feelings and the feelings of others.

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

- The childminder identifies children's next steps in learning and strategies to support development. However, this is not implemented in practice. For instance, the childminder identifies strategies to promote communication and language, but does not use these when communicating with children.
- When the childminder exceeds the usual adult-to-child ratios, she is unable to meet all children's needs. The environment is chaotic, and the childminder is unable to provide all children with effective care and education. As a result, the childminder acts mainly in a supervisory capacity rather than facilitating children's learning and development and promoting all children's well-being.
- Despite the weaknesses in the childminder's ability to consistently meet children's learning needs, children enjoy being physically active. Outside, they use their core muscles to balance and walk across crates. As children become more confident, they run across the crates and smile as they jump off at the end. However, the childminder's interactions with children are minimal. Consequently, she does not support children to extend their skills or challenge thinking.
- The childminder maintains strong relationships with parents and carers. She seeks their views on children's development. This helps her to understand each

child's interests and overall development.

- The childminder identifies that some children need further support to manage their feelings and behaviour. However, she does not actively engage with children to help them begin to understand how they feel or how their actions affect other people. For example, when children begin to throw toys in the conservatory, the childminder does not explore why they are doing this. Consistent expectations are not in place. As a result, children's behaviour is too variable.
- The childminder reflects on some aspects of her practice. For example, she acknowledges that practice is negatively affected when working over the usual adult-to-child ratios. However, she can not identify learning points resulting from her decision to care for more children than normal ratios allow, or how this situation may have been managed in a different way.
- The childminder assesses risks before taking children outside to play. However, she does not consider potential risks to children's health in relation to medications that parents prepare for their children at home, but are administered at the setting. Furthermore, she fails to implement steps to protect and prevent other children from accessing this medication. This places children at risk of harm.
- Children have opportunities to learn about the world around them. They plant sweetcorn, carrots and peas. Children develop an understanding of what is needed to help plants to grow. For instance, they learn that plants need sun and water to grow.
- Older children use the toilet independently, and younger children are supported with toilet training. Children are eager to develop their independence. For instance, they ask the childminder if they can help to dry the outdoor equipment, which they then do. Nevertheless, children do not always have the opportunity to develop their self-help skills at other times. For example, the childminder cuts all children's fruit for them during snack time, including for those who are capable of doing this themselves.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder attends regular safeguarding training. Nevertheless, she does not identify all risks associated with the storage and administration of medication. Similarly, she does not have sufficient awareness of the increased risks when caring for too many children. As a result, appropriate action is not taken to keep children safe from harm. However, she does understand how to identify and respond to child protection concerns. This include the process to follow in relation to allegations of abuse and how to report these appropriately. She is aware of who to contact should she have concerns regarding radicalisation or extremism.

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
implement robust procedures and practices to ensure that all medicines consumed on the premises are safely administered, documented and monitored	04/08/2022
carry out thorough risk assessments, particularly in relation to medicines and the variation of ratios, to ensure that measures are in place to keep children safe from harm	04/08/2022
ensure that all children's learning and well-being needs are met when exceptions are made to usual ratios	04/08/2022
access professional development opportunities to gain skills and knowledge to ensure that children receive high-quality interactions.	28/10/2022

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

- improve knowledge and implementation of behaviour-management strategies to support children's well-being and understanding of feelings and emotions.

Setting details

Unique reference number	EY216973
Local authority	Leicestershire
Inspection number	10130513
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	2 to 5
Total number of places	6
Number of children on roll	17
Date of previous inspection	1 April 2015

Information about this early years setting

The childminder registered in 2002 and lives in Ibstock, Leicestershire. The childminder operates all year round, from 7.30am until 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Mel Walker

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 provider.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- 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 took account of the views of parents on the day of the inspection.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The childminder provided the inspector with a sample of requested key documentation.

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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