

Childminder report

Inspection date:

15 September 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The childminder has not addressed the weaknesses identified at the last inspection to raise the quality of children's care and learning experiences. The childminder has not planned a challenging curriculum that builds on what children know to support their learning. She has failed to gather and share information with other early years settings children attend, so they can work closely together to better support children's progress across the areas of learning.

When the childminder applies an exception to the usual ratios for early years children, she sometimes uses an assistant. However, she has not informed Ofsted so that we can complete suitability checks. When exceeding the usual ratios, the childminder is unable to meet children's needs effectively. She struggles to manage some children's behaviour, which leaves the younger ones playing on their own for much of the time.

Children's health and safety is compromised. The childminder does not do enough to help children learn about managing their own hygiene needs to reduce the spread of germs. She does not teach children safe practices when playing or use risk assessments effectively so that children can play in an uncluttered and safe environment.

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

- The childminder has not done enough to improve her curriculum and ensure that children receive the targeted support they need. She has failed to provide Ofsted with details of any assistants that she uses.
- The childminder does not do enough to reduce risks to children as they play, and she does not help them to understand how to use equipment safely. For example, the floor space becomes cluttered with toys that children walk, slip and trip on. The childminder does not provide children with the explanation they need to help them understand safe play. For example, children flick each other with toys, throw them at each other and wrap them around their necks. Although the childminder tells them not to, she does not explain the potential dangers and risks of their actions.
- Some hygiene procedures do not prevent the spread of germs. Some children make good attempts to wipe their noses and ask to put their tissue in the bin. However, a bin is not available, and the childminder puts the dirty tissue on the shelf, next to children's drinks. When the childminder wipes children's noses herself, she also puts the tissues on the shelf. She does not wash her hands or encourage children to learn good hygienic practices.
- The curriculum remains weak. The childminder does not include children's individual needs, interests and what they need to learn next when devising her

curriculum. This means that children do not gain the skills and knowledge they need. The childminder fails to challenge children so that they engage in their learning. For example, when she reads a story, she does not include or encourage all children to join her. The younger ones play quietly with limited interaction from the childminder, and they move aimlessly from one toy to another.

- The childminder does not help children to understand appropriate boundaries and expectations for good behaviour. The lack of targeted learning means that children's behaviour deteriorates, as they become bored. The childminder does not help them to be kind, respectful and share.
- Children receive limited interaction from the childminder to challenge their learning. The childminder does not help children to think critically and solve problems for themselves. For example, when an older child uses bricks to construct a model, they share and talk animatedly about their design. However, when the model bends, the childminder does not question them, helping them to think about how to repair it. Instead the childminder fixes it herself without explaining what she has done and why.
- Although the childminder has identified gaps in some children's speech and language, she has not shared this information with other settings they attend or planned targeted support. As a result, gaps are not closing quickly enough. The childminder has, however, worked with parents to limit the times their children use a dummy, to provide more opportunities for them to speak.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder fails to identify potential risks within her home that could cause children harm. She does not help them to learn how to keep themselves safe. The childminder has not ensured that Ofsted knows who is associated with her home and business, to ensure that Ofsted can make informed decisions about the suitability of those adults who have contact with the children. The childminder has a secure understanding of the possible signs that a child may be at risk of harm and understands the procedure should a concern arise.

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 relevant information about those working from premises where childminding is provided	06/10/2023

improve risk assessments to ensure that children are not exposed to potential risks	06/10/2023
support children to learn how to keep themselves safe	06/10/2023
improve hygiene practices to help reduce the risk of the spread of germs, particularly when children need to blow their nose	06/10/2023
manage children's behaviour effectively, so that they learn about expectations to be safe, kind and respectful and are able to build friendships	06/10/2023
devise and implement an ambitious curriculum that takes into account what children know and can already do, and what they need to learn next	20/10/2023
improve the quality and frequency of interactions with children and target teaching more precisely to children's needs	20/10/2023
forge strong links with other early years settings children attend to enable the sharing of relevant information about children's care, learning and development.	20/10/2023

Setting details

Unique reference number	EY306488
Local authority	North Somerset
Inspection number	10262177
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	18 October 2022

Information about this early years setting

The childminder registered in 2005. She lives in Weston-super-Mare, North Somerset. The childminder offers care Monday to Friday, for 48 weeks a year. She works with an assistant. The childminder is in receipt of funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, including the aims and rationale for the curriculum.
- The inspector spoke with parents and read testimonials during the inspection and considered their views.
- The inspector spoke with children and observed the childminder's interactions with them.
- 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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