

Childminder report

Inspection date:

7 January 2022

**The quality and
standards of early
years provision**

**This
inspection**

Not met (with actions)

Previous
inspection

Met

What is it like to attend this early years setting?

This provision does not meet requirements

Children are given medication that the childminder has not received written permission from parents to administer. The childminder does not hold a valid paediatric first-aid qualification as required. This compromises children's safety and welfare.

Children behave well. They follow familiar routines, for example, when they arrive at the childminder's house after the walk back from school. Children show their independence when they take off their coats and shoes. The childminder supports children to wash their hands, which promotes good hygiene routines. Children confidently move around the childminder's home and select toys that interest them. The childminder identifies when children want to follow their interests, such as when they are excited to watch a favourite programme on the television. They jump up and down and smile in response to familiar songs being played. Children are physically active when they join the childminder in performing actions to songs. They sing words to favourite songs. Children solve problems in their play. They negotiate and think about different ways to handle resources, such as when they fix a wooden train track together, with help from the childminder. Children with special educational needs and/or disabilities (SEND) are supported well by the childminder, who knows and meets their individual needs.

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

- The childminder has failed to renew her paediatric first-aid qualification. This is a breach of the early years foundation stage requirements and puts children at risk of harm, as she does not have recent training on how to respond appropriately in the event of an emergency.
- When children first start attending, the childminder finds out from parents about children's dietary and medical needs. However, the childminder does not obtain written permission from parents for her to administer medication to children. This compromises children's safety and welfare.
- The childminder has failed to inform Ofsted of changes in her circumstances that may affect her suitability.
- Children receive plenty of praise for their achievements. For example, when children successfully put toy train track pieces together, the childminder says 'well done' and gives children a thumbs up. The childminder has rules and boundaries in her home, such as to be kind. This helps children to know what is expected of them.
- The childminder listens to children and lets them know that their opinions are heard when she plays cooperatively alongside them. This helps to foster a culture of respect.

- The childminder promotes children's emotional well-being, particularly when they first start attending. She first meets with parents and children in her home. This helps children to become familiar with the childminder and the environment.
- The childminder finds out from school teachers about what children have been learning during their day at school. She uses this information to complement children's experiences. For example, when children learn to use scissors, she provides them with opportunities to extend these skills in her care. When children practise their writing at school, the childminder provides children with opportunities to use chalk on a blackboard. The childminder passes on messages to parents from teachers about their children's day at school. This helps to promote consistency in the care children receive.
- The childminder identifies how to improve her knowledge to support children's development, for example, for those with SEND. She attends training courses that help her to develop her understanding of how to use British sign language to support children's communication needs. She uses gestures, sign language and words to help children to understand instructions.
- Children have opportunities to be active outdoors. One example of this is when the childminder takes children to local parks and green spaces where they are able to take and manage risks when they climb on large apparatus.

Safeguarding

The arrangements for safeguarding are not effective.

Despite weaknesses in leadership and management, the childminder talks confidently about the signs and symptoms that could suggest that children are at risk of significant harm or abuse. This includes being able to identify if children or parents are being drawn into extreme views or beliefs. The childminder knows the appropriate agencies to contact if she has concerns about children's safety or welfare. The childminder carries out risk assessments in her home. This helps to provide a safe environment for children to play. For example, she has safety locks on her kitchen cupboards to stop children from accessing dangerous equipment.

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 written permission from parents is obtained prior to any medication being administered to a child, including prescribed and non-prescribed medication	10/01/2022

maintain an appropriate first-aid qualification at all times.	07/04/2022
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Setting details

Unique reference number	EY330685
Local authority	Nottingham
Inspection number	10105550
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	5 to 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 February 2015

Information about this early years setting

The childminder registered in 2006 and lives in The Meadows, Nottingham. She provides before- and after-school care from Monday to Friday, all year round. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Hayley Ruane

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 completed a learning walk of the areas of the home used for minding children.
- The inspector held discussions with the childminder. She reviewed a sample of documentation, such as policies and procedures.
- The inspector went on a walk with the childminder to collect children from school.
- The inspector observed activities indoors and the interactions between the childminder and children.
- Children communicated with the inspector 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.

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