

Childminder report

Inspection date: 19 December 2024

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

Children's safety and welfare are not assured. The childminder shows insufficient understanding of her responsibility to meet the safeguarding and welfare requirements of the early years foundation stage. For example, young children are placed down for naps and left unsupervised with bottles of milk. Furthermore, the childminder does not demonstrate sufficient understanding of her responsibilities under the 'Prevent' duty guidance or recognise signs of county lines involvement.

The childminder's lack of knowledge about how children learn means that she does not always provide children with learning opportunities that meet their varied needs. Her insufficient monitoring of children's progress means she does not have a realistic assessment of children's abilities. Activities do not consistently build on what children already know and can do, leading to them losing focus during play. Furthermore, there are frequent disputes between children over resources that result in them becoming upset and emotional. The childminder does not implement appropriate strategies that will support children to manage their emotions and learn to regulate their behaviour.

Despite this, children are confident and demonstrate that they feel comfortable in the childminder's care. They independently select resources that are well organised and reflect their varied interests. For example, children enjoy making towers out of building blocks and create a pretend bakery, where they bake cakes for everyone.

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

- The childminder's current arrangements for nap time do not support children's safety. Young children are settled in cots and left unsupervised while drinking bottles of milk. The childminder has not considered the risks involved in this practice, which places them at risk of choking.
- Safeguarding procedures are weak. Although the childminder completes regular safeguarding training, she has little understanding of wider safeguarding concerns. The childminder is unable to identify when children or family members may be at risk from radicalisation or may be involved in transporting drugs. This puts children at risk from harm.
- The childminder does not manage children's inappropriate behaviour effectively. She does not support children to explore their emotions, the resulting behaviours, and the impact this has on others. Children struggle to take turns and play cooperatively. This results in them having tantrums and occasionally throwing toys. This, often chaotic environment, has a negative impact on all children's well-being and their learning.
- The childminder does not monitor children's progress effectively. She does not demonstrate accurate knowledge of children's abilities and learning needs. As a

result, learning opportunities do not always build on what children already know and can do. This does not support children to make good progress.

- Although the childminder completes all mandatory training within the required timescales, she does not focus on developing her knowledge and skills around how children learn. The childminder does not demonstrate a robust understanding of the early years foundation stage learning and development requirements. Consequently, she is not able to develop and implement a curriculum that supports children to make good progress across all areas of learning.
- Mealtimes are not well organised. Although some children sit together round the table, young children are placed away from the group in age-appropriate booster seats on the floor. This does not provide all children with a sociable mealtime experience. Furthermore, children are not supported to develop a good understanding of the importance of healthy eating. For example, some children leave the table only having eaten biscuits for their lunch.
- Children have a close relationship with their childminder. They regularly cuddle up to her and enjoy exploring books and seek her out for comfort when tired or distressed. The childminder interacts in a positive way with children. She provides them with praise, where appropriate, and continuously engages them in conversation that supports their language development.
- The childminder provides learning opportunities outside of the home. Children enjoy visits to indoor play centres and trips to local parks. The childminder encourages children to recall these outings and develop their knowledge further. For example, children refer to books and explore the characteristics of the ducks they saw at the park.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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 risks associated with children being unsupervised while drinking are identified and minimised	23/01/2025

improve knowledge and understanding of safeguarding procedures with specific regard to the identification of wider safeguarding concerns ,such as signs of radicalisation and involvement in county lines	23/01/2025
enhance the quality of mandatory assessments, ensuring written summaries of children's progress between the ages of two and three years of age reflect the development level and needs of individual children	23/01/2025
develop and implement a curriculum that clearly identifies what individual children need to learn, provides appropriate challenge and supports all children to make good progress	23/01/2025
access professional development opportunities to improve knowledge about how children learn	23/01/2025
establish appropriate and effective behaviour management strategies that support children to understand their emotions and the impact the resulting behaviours have on others	23/01/2025
establish appropriate mealtime routines that promote children's development and their understanding of the importance of healthy eating.	23/01/2025

Setting details

Unique reference number	EY387456
Local authority	Hertfordshire
Inspection number	10368032
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 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	6 March 2019

Information about this early years setting

The childminder registered in 2009 and lives in Stevenage. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education for children aged nine months to four years.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector looked at a sample of relevant documents, including details of training programmes completed and mandatory assessments of children's progress.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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