

Childminder report

Inspection date:

16 August 2021

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

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not sufficiently supported by the childminder. She does not ensure that she gathers important information about children to help keep them safe. Although she is able to identify concerns about children's welfare, the childminder does not act swiftly enough when concerns are identified to protect children's well-being.

Children are happy and excited as they arrive at the childminder's home. They happily go in to find something to play with and they settle quickly. Children behave well and make friendships with each other. Older children are kind and caring towards younger children. For instance, they help them to take the lids off pens and they pass them toys to play with. Although children are keen to be involved in activities, the childminder and her assistants do not have high enough expectations of what older children can learn. The curriculum does not provide them with the challenge they need to make progress, so they are fully ready for school. During the COVID-19 (coronavirus) pandemic, the childminder continued to care for children of key workers. She has adapted her practice to prevent too many people from coming into her home. Therefore, she now shares information with parents at the door when they arrive to collect their children.

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

- The childminder and her assistants have taken action since their last inspection to gain a better understanding of wider safeguarding issues. They have taken part in training and are now confident in what indicators may suggest a child is at risk of harm. However, the childminder does not ensure that she takes swift action to report any concerns that she has about children. She does not recognise the importance of sharing information with other professionals in a timely manner so that children can be kept safe.
- The childminder does not ensure that she gains important information about children when they first start attending her setting. She is aware that some children have other professionals working with them and their families. However, she fails to liaise with these professionals to gather key information to help her to understand children's needs and learn how to keep them safe.
- The childminder does not recognise weaknesses in the teaching on offer, despite this being an area for improvement at previous inspections. She interacts well with children but does not ensure that she targets her teaching well enough to support older children to make good progress in their learning.
- The childminder and her assistants know the children's interests well. They play alongside them and respond to children's requests. The childminder and her assistant assess children's progress and identify gaps in learning. However, they do not use this information to plan a curriculum which helps older children develop the skills that they need in preparation for starting school. Older

children are not confident and motivated to learn, as the activities provided do not offer sufficient challenge. For instance, children lose interest when they are asked to name the colours of the resources. Questioning is not targeted well enough to engage children and to extend learning further.

- The childminder and her assistants are kind and caring towards children. Children feel secure in the childminder's care. For instance, they cuddle the childminder and sit on her lap often throughout the day. Children have easy access to resources and independently make their own choices about what they would like to play with.
- Children enjoy being active and the childminder and her assistants support this well. For example, children enjoy using the exercise mat to practise doing forward rolls. They patiently wait for their turn and cheer when they successfully roll over. Children benefit from plenty of fresh air and exercise. They enjoy being in the garden, where they play with the diggers in the sand tray. Children enjoy making imprints in the sand, they explore the different marks they can make with the different toys.
- Parents speak positively about the childminder and her assistants. They say that they are happy with the care that their children receive. Parents say that the childminder and her assistants not only care for their children but support their whole family. The childminder works closely with parents to support children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder and her assistants do not follow their procedures to ensure that they effectively safeguard children. The childminder and her assistants suitably understand how to recognise indicators that may suggest that a child is at risk of harm. However, they do not ensure that this information is shared with the relevant professionals to ensure that children's welfare is prioritised. The childminder and her assistants help children to keep safe in the sun. They ensure that children have sun cream on before going outside and consider how they can provide shade for children in the garden.

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 information about safeguarding and children's well-being is acted on following the local safeguarding partnership procedures	02/09/2021

develop partnerships with other professionals and share key information to ensure children's welfare is protected	02/09/2021
ensure that information gathered from assessment is used more effectively to target teaching for the older children.	02/09/2021

Setting details

Unique reference number	EY423971
Local authority	Bath and North East Somerset Council
Inspection number	10151452
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	0 to 11
Total number of places	12
Number of children on roll	32
Date of previous inspection	16 March 2020

Information about this early years setting

The childminder registered in 2011. She lives in Keynsham, near Bath. The childminder works with one assistant all week and two assistants when numbers require. The childminder operates her service from Monday to Friday, from 7am to 6pm, all year round. She is in receipt of early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector spoke to the childminder, her assistants and the children at appropriate times throughout the inspection.
- The inspector observed the quality of interactions during activities and assessed the impact this has on children's learning.
- The views of parents, shared through emails and questionnaires, were taken into consideration.
- The inspector sampled a range of relevant documentation, including policies, training certificates and children's records.
- The inspector carried out a joint observation with the childminder.

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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