

# Childminder report

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Inspection date: 13 June 2025

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| <b>Overall effectiveness</b> | <b>Inadequate</b> |
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| The quality of education | <b>Inadequate</b> |
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|-------------------------|-------------------|
| Behaviour and attitudes | <b>Inadequate</b> |
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|                      |                   |
|----------------------|-------------------|
| Personal development | <b>Inadequate</b> |
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|---------------------------|-------------------|
| Leadership and management | <b>Inadequate</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is inadequate

The childminder demonstrates a limited understanding of the statutory requirements of the early years foundation stage. She fails to adequately supervise children to ensure they always remain within sight and/or hearing. She does not identify and manage all potential risks within her home appropriately. As a result, children are exposed to avoidable hazards, which puts their safety at significant risk.

The childminder does not provide consistent support to help children to recognise and manage their emotions. When children become frustrated or display challenging behaviours, such as throwing toys, she does not use effective strategies to help them cope or resolve problems. As a result, children are not developing the skills needed to regulate their emotions and, at times, become increasingly distressed, responding with tears or shouting.

The curriculum lacks ambition and does not build effectively on what children already know and can do. While activities are planned around children's interests, interactions with children are not always purposeful or focused. As a result, children do not receive the appropriate level of targeted support, and they become disengaged, which does not foster positive attitudes toward learning.

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

- Young children are, at times, left unsupervised on the third floor, out of the childminder's sight and hearing while she carries out tasks, such as answering the door or retrieving resources from other areas of the house. This poses a risk to children's safety because the childminder is not aware of where they are or what they are doing.
- The childminder does not adequately assess or reduce the risks in her home, which makes her risk assessments ineffective. Young children climb stairs without supervision and play in overcrowded areas, where toys are scattered, including near the exit to the stairs, creating trip hazards. This significantly compromises children's welfare.
- The childminder does not nurture children's well-being consistently. Children that find it difficult to express their feelings do not receive the necessary guidance they need to understand or respond appropriately to their emotions. When children push past one another, have tantrums, or argue over toys, the childminder does not routinely help children to recognise acceptable behaviour or understand the difference between right and wrong. As a result, children are not developing the skills needed to make positive choices about their behaviour.
- The childminder does not use her assessments of children's development to inform planning or tailor her interactions. This reduces the quality of education

children receive. A lack of ambition in the curriculum further limits children's progress and learning potential.

- The childminder provides activities that support children's physical development, such as using tweezers to transfer cereal, which strengthens small-muscle development. She also promotes children's large-muscle development through regular trips to the park, where they can run, climb and explore.
- Parents state that the childminder is approachable and keeps them informed about their children's experiences during the day.

## 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 children are within sight and/or hearing at all times to ensure the safe and effective supervision of children                                            | 20/06/2025 |
| implement robust risk assessments and demonstrate a thorough knowledge of how to assess and reduce risks to ensure children's safety and well-being at all times | 20/06/2025 |
| develop an understanding of how to support and manage children's behaviour effectively                                                                           | 18/07/2025 |
| provide and implement a well-designed and stimulating curriculum that meets individual children's learning needs, focusing on what they need to learn next.      | 18/06/2025 |

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY426691                                                                          |
| <b>Local authority</b>                             | Somerset                                                                          |
| <b>Inspection number</b>                           | 10399377                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 11                                                                           |
| <b>Total number of places</b>                      | 5                                                                                 |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | 29 November 2019                                                                  |

## Information about this early years setting

The childminder registered in 2011 and lives in Street, Somerset. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides government funded early years places.

## Information about this inspection

### Inspector

Catherine Parker-Johns

### Inspection activities

- Children spoke with the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- The childminder showed the inspector around her home and explained how she uses both the indoor and outdoor spaces.
- The inspector spoke with parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.

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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