

Childminder report

Inspection date:

22 September 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare is compromised in the childminder's home. The childminder does not ensure that the premises are safe and suitable for children's use each day.

Children are happy to see the childminder, and they separate from their parents with ease on their arrival. They affectionately refer to the childminder as 'Aunty'. Children are eager to see their friends. They develop positive relationships with them. They show respect, handing 'food' and utensils to each other as they play imaginatively in the play kitchen. Children are very well behaved. They benefit from the childminder's kind and caring interactions and explanation of expectations. They copy the positive interactions that the childminder models in their independent play.

Children demonstrate positive attitudes to their learning. They concentrate for long periods of time on activities they enjoy, such as painting. Children are eager to explore. Their eyes light up as they squeeze and mix different paints in the palette and then make marks with their hands and brushes.

Children benefit from a range of opportunities to develop their large-muscle skills. For example, they practise pushing the pedals on ride-on toys and they crawl through tunnels competently. They equally enjoy opportunities to draw lines and shapes with chalk on fencing. Children have good physical skills in relation to their age and stage of development.

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

- The childminder demonstrates some capacity to improve. For example, she has successfully worked through her action plan to help her address breaches of the 'Statutory framework for the early years foundation stage' identified at the previous inspection. The childminder has reviewed the number of children she cares for within her registration. She has also revised the curriculum. As a result, children get the attention they need, and they enjoy stimulating and interesting activities, which support their next steps in learning.
- Despite these improvements, the childminder does not risk assess effectively within her everyday practice. She fails to take all reasonable steps to ensure children are not exposed to hazards within her home. For example, she leaves liquid cleaning products at floor level in an open-topped bucket in the bathroom. This is within the reach of children. Older children use the bathroom unsupervised, and this compromises their safety.
- The childminder does not have robust procedures in place for dealing with emergency situations. She fails to recognise that her evacuation procedures will

not ensure the safety of children in the case of a fire. For instance, exit doors are obstructed with equipment and permanent toy storage. This means that they cannot be opened easily from the inside to enable evacuation in an emergency. This has a significant impact on children's safety.

- The childminder has an ambitious curriculum. She considers the skills and knowledge that she wants children to learn and thinks about how to sequence the curriculum to achieve this. The childminder is also aware of children's interests. She provides purposeful learning opportunities within activities that they enjoy, such as water play. Children develop their motor control. They scoop, pour and collect water in different-sized containers. They simultaneously develop their mathematical understanding as they compare containers that are 'full' and 'empty'.
- Since the last inspection, the childminder has improved the way she manages children's behaviour. She communicates rules and boundaries consistently with all children. Children demonstrate respect for the childminder and their friends, such as when they look, listen and respond promptly to each other.
- The childminder helps children to develop a 'can do' attitude. For example, when children want to paint independently, she teaches them the skills that they need to select and squeeze their paint of choice. Children persevere and keep trying each method until they are successful.
- Parents report that the childminder's support and guidance is really important to them. They explain that the childminder helps to give them strategies for supporting their children when they get to key milestones, such as learning to use the toilet. She also informs them of what their children are working on, so that they can support them at home.
- Children enjoy healthy snacks and learn the names of the fruits that they eat, such as 'pear' and 'apple'. However, the childminder does not fully consider how to develop children's understanding of how food and drink can impact healthy lifestyles and oral health.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder and her assistant fail to risk assess effectively. This impacts children's safety. However, since the last inspection, the childminder has taken action to ensure that her understanding of local safeguarding procedures is secure. For example, with her assistant, she has reviewed her safeguarding policy to check that it is in line with the local safeguarding partnership. The childminder is now able to confidently explain signs and symptoms of abuse. She knows how to respond to allegations or concerns about children's welfare. The childminder teaches children rules to keep themselves safe, such as walking indoors and sitting at the table when eating. She gives children clear explanations to develop their understanding.

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
improve risk assessments to ensure that all risks are identified and removed and children are not exposed to hazards	06/10/2022
ensure all fire exits are free of obstruction and easily opened from the inside to enable swift evacuation in an emergency.	06/10/2022

To further improve the quality of the early years provision, the provider should:

- strengthen opportunities to help children learn about healthy eating choices and oral health in an age-appropriate manner.

Setting details

Unique reference number	EY476095
Local authority	Milton Keynes
Inspection number	10237601
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	2 to 12
Total number of places	6
Number of children on roll	8
Date of previous inspection	23 March 2022

Information about this early years setting

The childminder registered in 2014. She lives in Brooklands, in Milton Keynes, Buckinghamshire. She provides care from 8am to 6pm, Monday to Friday, with provision for overnight care if required. The childminder receives funding to provide free early education for children aged three and four years. She occasionally works with an assistant. The childminder and her assistant hold qualifications at level 3.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector talked to the childminder about how she organises the curriculum.
- The inspector spoke to parents on the day of the inspection and considered their views.
- The inspector observed the childminder interacting with children and spoke with her at different times during the inspection.
- The inspector discussed with the childminder how she has evaluated her provision and steps she has taken to improve it.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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