

Childminder report

Inspection date: 23 March 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children do not benefit from robust safeguarding arrangements to keep them safe. Weaknesses in the childminder's safeguarding knowledge mean that she has not referred concerns about children's welfare in line with local safeguarding procedures. These ineffective procedures compromise children's safety and welfare.

Children do not enjoy consistently positive learning experiences when in the childminder's care. At times, they do not feel safe and they do not develop high levels of curiosity, concentration and enjoyment. This means that they are not well prepared for the next stages of their education. Children's environment is hectic and loud and children quickly lose interest in their learning. They lack interaction and attention from the childminder, when she repeatedly deals with the challenging behaviour of additional children who attend. Children wait for long periods of time for the next activity to begin. Consequently, they become bored and begin to wander around.

Despite poor behaviour, overall, children appear happy in the setting. They explore their outdoor environment independently. They spontaneously sing songs in their play and hold pens correctly as they make marks on paper. On occasion, some children respond eagerly to the childminder's expectations, such as to tidy up when the music plays.

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

- The childminder does not have a secure knowledge of local safeguarding partnership procedures. For example, she does not understand the procedures to follow in the event of allegations against herself, her assistant or a household member. This puts children at risk of harm.
- The childminder knows that she should refer concerns about children's welfare. However, through discussion, she demonstrates that she is not alert to concerns in children's lives. For instance, she does not act upon information she receives, or share this with relevant professionals, to help to keep children safe. This compromises children's safety and welfare.
- The childminder makes exceptions to the number of children she looks after when her assistant is not present. She does not manage these times effectively and her attention is focused on dealing with children's repeated challenging behaviour. This means that quieter children regularly lack her attention and interaction. During routine times, in particular, some children wait for extended periods for their snack, as others are reluctant to cooperate with handwashing. Similarly, children are unable to use the bathroom freely, as they wait for others who refuse to leave the table once they have finished eating. This does not

support children's personal development well.

- The childminder correctly recognises that children require support to manage their feelings and behaviour. Her interactions with children are calm and gentle. However, they are not effective. For example, the childminder does not successfully identify the root cause of children's disagreements to help support all children at the right time. As a result, children continue to disrupt their peers learning. They screech, squeal and throw toys to get attention and to communicate their wants and needs. This impacts on children's learning and the environment, which is frequently loud and disorderly.
- The childminder plans group activities to help children develop different aspects of their learning, such as fine motor control. However, she does not consider how to support each child, so that they are appropriately challenged. For instance, children initially enjoy group activities, where they decorate pots for Mother's Day. They practise peeling the backs off stickers and placing them onto pots. They learn to twist the glue stick, to help them apply it to pom-poms. However, children's attention soon wanders, as they become bored or because the task is too difficult for them. The childminder does not consider how she can support each child effectively at the time. This means that children find their own avenues for play, which often leads to disruptive behaviour.
- The childminder works in partnership with parents to support children's personal needs. For example, she initiates discussions with parents when she recognises signs that children are ready to begin to use the toilet. The childminder and parents then develop a consistent approach to teaching children to use the toilet, which they both follow. This is helping children to successfully learn to manage their personal care needs.
- The childminder provides some support for her assistant in their role. They discuss their practice together and share ideas from professional development activities that they complete.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder completes daily checks of her home. She risk assesses throughout the day to ensure that the environment is safe for children. For example, she completes a visual check of areas used each morning. During discussion, the childminder is able to demonstrate some knowledge of signs and symptoms of abuse. For example, she talks about extreme views and behaviours, such as female genital mutilation, radicalisation and grooming. The childminder and her assistant complete training to help them remain familiar with wider safeguarding issues. However, the childminder does not apply this knowledge successfully and does not fully understand local safeguarding partnership procedures. For example, she is unclear how to manage potential allegations that could be made. She does not apply her knowledge, to enable her to recognise and report concerns about children in a timely way. This does not protect children's welfare.

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
gain a greater knowledge and understanding of safeguarding policies and procedures, so that they are in line with the local safeguarding partnership guidance, including how to report allegations made, and the procedures to follow when a child welfare concern is raised	21/04/2022
ensure knowledge of safeguarding issues is up to date, so that you are able to identify signs of possible abuse and neglect at the earliest opportunity and respond in a timely and appropriate way	21/04/2022
ensure that all children's care and learning needs are met, including when exceptions to usual ratios are applied	21/04/2022
improve strategies to manage children's behaviour effectively and give children consistent messages and boundaries, so that they learn what is expected of them	21/04/2022
plan and implement challenging and enjoyable learning experiences, based on each child's individual needs.	21/04/2022

Setting details

Unique reference number	EY476095
Local authority	Milton Keynes
Inspection number	10216181
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	3 August 2016

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 regularly works with an assistant. The childminder and her assistant hold qualifications at level 3.

Information about this inspection

Inspector

Lisa Dailey

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector talked to the childminder about how she organises the curriculum. The inspector observed the quality of teaching indoors and outdoors and assessed the impact on children's learning.
- The inspector talked to the childminder about how she manages children's care and learning needs when she makes exceptions to the usual ratios. The inspector observed to see the impact of this in practice.
- The inspector checked evidence of the childminder and her assistant's training and suitability.
- The inspector took account of the written views of parents.

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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