



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	21/7/26	Previous Inspection Date:	N/A
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The quality and standards of the Early Years provision:	Previous Inspection
	N/A

Evaluation areas;	Grade awarded
Safeguarding	NOT MET
Inclusion	NEEDS ATTENTION
Curriculum and teaching	NEEDS ATTENTION
Achievement	NEEDS ATTENTION
Behaviours, attitudes and establishing routines	EXPECTED STANDARD
Children's welfare and well-being	URGENT IMPROVEMENT
Leadership and governance	URGENT IMPROVEMENT

What is it like to be a child at this setting

Keeping children safe and healthy within the setting is not currently a priority for the childminder. For example, effective methods of risk assessing are not carried out and this means dangerous substances are left around the house where children can access them. Additionally, lack of training means that the childminder does not have an acceptable level of understanding regarding safeguarding concerns and recognising the signs of abuse. Additional concerns regarding the monitoring of children's learning, impacts the standard of education that takes place at the setting.

That said, children appear happy at the setting and enjoy exploring the toys and activities on offer. They look to the childminder for comfort and enjoy her cuddles and friendly interactions. Children develop their language skills at the setting, listening to the childminder sing and read. They begin to gain independence as they make choices about their own play and older children demonstrate how they carry out personal hygiene routines by themselves.

Safeguarding

Grade **NOT MET**

The childminder does not promote a positive safeguarding culture throughout the setting. This puts children at risk of harm.

Although the childminder understands the procedures to follow to refer concerns about a child to the relevant agency, she does not demonstrate a positive attitude to safeguarding, nor have a knowledge of wider safeguarding concerns that children may be at risk of.

The childminder does not carry out effective risk assessing of the setting or provide a safe environment for children. For example, outdoor play equipment is dirty and not cleaned regularly. Alcohol is left on the floor around the house and dangerous chemicals are left within children's reach. Additionally, the childminder does not record visitors entering or leaving the setting. This significantly impacts on children's safety within the setting.

Inclusion

Grade NEEDS ATTENTION

Where there are barriers to children's learning, the childminder begins to implement methods of teaching to support children's progress. For example, she begins to learn Makaton to support children's speech and language development. Targeted words are used and shared with parents to give focused learning opportunities both at the setting and at home. While these methods give children some support, they are not used consistently across the setting.

The childminder has reflected on her practice and highlights training as an area to help improve her knowledge and understanding of special educational needs and/or disabilities. This has not yet been actioned and this impacts on her knowledge of how to support children with SEND and how to work in partnership with other professionals. That said, the childminder does have a basic understanding of how to access some additional help for children when needed.

Curriculum and teaching

Grade NEEDS ATTENTION

When children start at the setting, the childminder does not gather relevant information from parents to support children's learning and progress from the very beginning. Children attend the setting for prolonged periods of time without any monitoring of their learning. This means appropriate next steps and targets for children to work towards are not set and much of learning that takes place is accidental. Additionally, long term monitoring of children's progress is variable. For example, some children are not effectively monitored for progress for extended periods of time, impacting on the quality of learning they receive.

That said, the childminder does provide varied learning opportunities for children, that do help them to build some new knowledge and skills. For example, the childminder teaches children number names and counting skills from a young age. She models the counting of toys while children play and points out shapes and colours for children to learn. Additionally, the childminder reads to children, talks about the pictures they can see and what might



happen next in the story. She also sings to children during their play, support their language and communication skills.

Achievement

Grade NEEDS ATTENTION

Children do not always receive well-planned and meaningful learning opportunities that are targeted and focused on developing their next steps in learning. This is mainly due to the childminder's lack of monitoring.

Nonetheless, children do make progress with their speech and language development. They hear lots of language during their play and repeat words encouraging young toddlers to begin to talk. As children grow older they demonstrate their secure language and vocabulary as they engage in conversations, ask questions and respond to instructions. Children enjoy listening to stories. They ask questions about the pictures they can see to find out more and the childminder is responsive to this, developing children's understanding.

Behaviours, attitudes and establishing routines

Grade EXPECTED STANDARD

Children demonstrate positive behaviours in the setting and the childminder supervises children closely.

Older children remind their peers of the rules and boundaries in place at the setting. For example, they remind them not to snatch a toy. Additionally, children remember how to behave and where appropriate follow the childminders guidance to ensure there is a positive attitude to play and learning across the setting.

Children are positive about their learning and want to join in. For example, they enjoy listening to stories, sitting sensibly in a group and asking questions. They listen to their peers and join in conversations appropriate for their ages.

Children's welfare and well-being

Grade URGENT IMPROVEMENT

The childminder has some appropriate policies in place. However, these procedures and the childminder's practice does not promote children's health and welfare. For example, the space provided for children is not always safe. Dangerous gardening chemicals are left around the house, within reach of children. This does not help keep children safe, nor does it promote children's understanding and learning of how to keep themselves safe and healthy.

The childminder has reflected on her own practice and highlights areas for improvement regarding the teaching of healthy eating. She explains that she has used a poster to



prompt conversations with children during mealtimes. However, this is not demonstrated through her practice.

That said, children do attend settling in visits when they start at the setting and this helps them to transition into the setting and develop relationships with the childminder effectively. Children look to the childminder for comfort and reassurance and appear happy during their play.

Leadership and governance

Grade URGENT IMPROVEMENT

The childminder has failed to meet the requirements of her registration with SCA and some requirements of the early years foundation stage (EYFS) statutory requirements. She has not kept SCA updated with parent contact details or children's learning and progress within the setting. Additionally, the childminder has not completed the required training hours in line with SCA requirements. This has a significant impact on the care and learning children receive at the setting. Training that the childminder does attend is limited and does not support her safeguarding knowledge and practice, particularly risk assessing.

Parents provide mostly positive feedback for the childminder. For example, they praise her communication and the wonderful outings she provides for children. However, they also comment on how some policies and procedures in the setting are not always clear nor implemented effectively, particularly with regards to illness.

The childminder does not record complaints, nor have a log of complaints at the setting. Where complaints are raised, these are not recorded effectively inline with the childminder's policy or the early years foundation stage statutory requirements.

The childminder does not make any attempt to support children's transitions to new settings. For example, she does not share or attempt to share any information with other professionals that support children during their move to a new setting.

The childminder is reflective of her practice, and highlights some areas where improvements can be made. However, these improvements are not actioned in a time effective manner to bring about improvements across the setting.

Priorities for Improvement

Safeguarding

Grade NOT MET

Actions –

The childminder must;

Attend further training to develop her knowledge and understanding of safeguarding, to protect children from harm.

Carry out in-depth risk assessments to ensure the setting is safe for children.
Implement an effective method for recording visitors entering and leaving the premise.
Inclusion
Grade NEEDS ATTENTION
Actions – The childminder must; Attend further training to strengthen own knowledge and understanding of how to support children with special educational needs and/or disabilities.
Curriculum and teaching
Grade NEEDS ATTENTION
Actions – The childminder must; Gather starting points for children’s learning when they join the setting, to inform next steps and the planning of activities.
Achievement
Grade NEEDS ATTENTION
Actions – The childminder must; Monitor children’s learning more closely to ensure all children receive well-tailored learning opportunities that extend their own skills and knowledge, in preparation for school.
Children’s welfare and well-being
Grade URGENT IMPROVEMENT
Actions – The childminder must; Provide a safe environment where children’s health, safety and wellbeing is promoted.
Leadership and governance
Grade URGENT IMPROVEMENT
Actions – The childminder must; Ensure relevant documentation is submitted to SCA when required, particularly parents contact details and the monitoring of children’s learning and development. Attend relevant training, inline with SCA requirements to strengthen her knowledge and skills. Implement policies and procedures consistently and ensure these are shared with parents and are understood by everyone. Implement a complaints log and ensure all complaint are recorded accurately.



Work with other professionals and share relevant information to ensure all children are supported effectively during transitions to new settings.

Where improvements are needed, ensure these are actioned quickly and ongoing monitoring is in place to ensure these have a positive impact on children's safety, learning and development.

Name of Childminder	Katie Lotriet
Registration Number	SCA170383
Type of Provision (CM at home/50% non-domestic premises)	Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Nottingham
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	N/A
Number of children on roll	7

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