

Childminder report

Inspection date	11 February 2019
Previous inspection date	29 November 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The childminder does not implement consistent vetting processes to ensure the suitability of all assistants working with children.
- The childminder has not ensured that Ofsted has the required information to check the suitability of an assistant who has unsupervised contact with children. This compromises children's safety.
- The childminder does not ensure that her assistants have a secure knowledge of current legislation and child protection issues. She does not make sure that her assistants know what to do if they have a concern about a child or adult.
- The childminder does not precisely evaluate her assistants' practice to help raise the quality of teaching to a higher level.
- At times, assistants do not take full advantage of opportunities that arise to extend and stimulate children's spontaneous imaginary play.

It has the following strengths

- The childminder considers her professional development to help continually raise outcomes for children. She knows the areas she wants to improve, such as extending her knowledge further about the way children learn.
- The childminder supports children's communication and language skills well. She talks to children as they play and asks them to recall activities they have taken part in. Children use words such as 'slimy' and 'sticky' to describe the texture of an egg.
- The childminder promotes children's understanding of the world effectively. Children visit farms and museums and take trips on public transport, such as the bus to the local town. They learn about different occupations and people who help them.
- Children learn about cultural festivals and celebrations, such as Chinese New Year and Diwali. They develop an awareness of similarities and differences between themselves and others.
- The childminder and her assistants are good role models. They encourage children to share, take turns and use kind hands. Children learn how to manage their feelings and behaviour with positive encouragement and support.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement consistent vetting procedures to ensure the suitability of all adults who have contact with children, including checks that they are not disqualified by association because they live in the same household as another person who is disqualified	25/02/2019
ensure that any person who has not had their suitability checked with Ofsted does not have unsupervised access to children and obtain an enhanced Disclosure and Barring Service check for them	25/02/2019
ensure staff understand government guidance, including Working Together to Safeguard Children 2018 and the 'Prevent' duty guidance for England and Wales 2015 so they know how to respond in a timely and appropriate way to any concerns they may have about a child or adult.	25/02/2019

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

- focus assistants' professional development more precisely to raise the quality of teaching to an even higher level
- enhance opportunities for children to build on their imaginary play, and extend and challenge their spontaneous learning further.

Inspection activities

- The inspection was carried out as a result of a risk assessment, following information Ofsted received about the provider.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held several discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children and parents during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

Inspector
Jane Tucker

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. The childminder does not demonstrate consistent vetting procedures for all assistants or check whether they live in a household with a person disqualified from working with children. Furthermore, Ofsted does not have the required information to assess the suitability of an assistant, who the childminder has left at times in sole charge of children. This significantly compromises children's safety. The childminder does not ensure that her assistants know what to do in the event of a concern about a child or adult. She does not make sure that her assistants have a secure knowledge of current legislation and wider issues surrounding child protection. Current systems for self-evaluation do not identify significant weaknesses. However, the childminder knows how to recognise and respond to any possible signs and symptoms of abuse. She knows how to promote children's learning and she does this well.

Quality of teaching, learning and assessment is good

The childminder has a precise knowledge of what children know and can do on entry to inform her initial assessments. She regularly observes children and monitors their development. The childminder identifies children's next steps in learning and plans for their good progress. Children enjoy taking part in their morning exercise routine. The childminder uses words such as 'up', 'down', 'left' and 'right' to help children learn about direction. Children move and control their bodies in different ways. They learn to operate simple equipment and request music with voice command. Children copy actions and have fun singing along to songs they know.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management significantly compromise children's safety. Nevertheless, the childminder supports children's independence skills well. Young and older children put on and take off their shoes and coat. They attempt to fasten and unfasten zips. Children confidently complete self-care tasks and receive stickers and praise for their achievements. They follow good hygiene procedures. Children sit at the table to enjoy healthy meals and independently feed themselves. They enjoy regular opportunities for fresh air and physical exercise. Young and older children squat with steadiness and rise to their feet without using their hands. They throw and kick a ball to knock over skittles. The childminder places the skittles in a pattern and encourages children to count them and name shapes. She promotes children's mathematical learning in a meaningful context.

Outcomes for children are good

Older children recognise shapes and confidently recite numbers in order from one to six. They give meaning to the marks they make with chalk, for example they explain how they have drawn a circle. Babies sit supported on the floor and they lean forward to pick up toys. They show how they can move the dial of a pretend telephone and hold an object in each hand and bang them together. All children achieve well from their starting points. They develop the key skills they will need for their future education.

Setting details

Unique reference number	EY460352
Local authority	Barnsley
Inspection number	10093870
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	12
Number of children on roll	23
Date of previous inspection	29 November 2016

The childminder registered in 2013 and lives in Barnsley. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with two assistants.

This inspection was carried out by Ofsted 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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