

# Childminder report

<b>Inspection date</b>	15 May 2019
Previous inspection date	18 September 2014

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

## Summary of key findings for parents

### This provision is inadequate

- The childminder does not sufficiently safeguard children. She has a poor knowledge of child protection issues, including reporting procedures. She does not have regard to, or keep up to date with, the government's statutory guidance documents to support effective safeguarding practice.
- Children's safety and welfare are compromised. The childminder fails to identify and reduce risks, or implement safe practices when children play outdoors. The childminder does not ensure at least one person who has a current paediatric first-aid certificate is on the premises at all times. Furthermore, accident records lack appropriate detail.
- The childminder has poor systems for observing and assessing children's learning, including completing the required progress check for children aged between two and three years. She does not plan for children's individual learning needs to help them make the progress they should.
- The childminder does not provide adequate support to children whose lack of progress gives cause for concern, especially in the prime areas of learning. She does not discuss concerns with parents. She does not seek help from relevant professionals to ensure children receive any additional support they need.
- The childminder does not work in partnership with other providers. She does not use funding well to enhance children's learning and improve outcomes.
- The childminder does not reflect on her practice to identify and address weaknesses effectively and improve.

### It has the following strengths

- Children are confident, settled and happy with the childminder.

## 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
develop and maintain an up-to-date knowledge of the signs of all types of possible abuse and of the action to be taken when there are safeguarding concerns about a child	29/05/2019
have regard to the 'Prevent Duty Guidance for England and Wales' and to the 'Working Together to Safeguard Children' to support safeguarding policies, procedures and practices	29/05/2019
use risk assessment effectively to remove or minimise potential risks and promote children's safety, with particular regard to children's safety in the sun and the use of physical apparatus in the garden	29/05/2019
ensure that there is at least one person who has a current paediatric first-aid certificate on the premises at all times	29/05/2019
ensure that accident records include the details of first-aid treatment	29/05/2019
undertake effective observation and assessment, including the progress check at aged two, in order to plan activities and effective support for children, in line with their individual needs and stage of development, key next steps in learning and any gaps in their learning	07/08/2019
put in place arrangements for discussing with parents and supporting children if a child's progress gives cause for concern, including considering whether a child requires specialist support, to act on this and secure any necessary early interventions	29/05/2019
develop partnership working with other providers, in order to promote continuity of children's care and complement their experiences as they move between settings	29/05/2019
implement arrangements for ongoing professional development to improve knowledge and develop reflective practice, to identify effectively all areas where improvement to the provision will have a positive impact on outcomes for children.	12/06/2019

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

- use additional funding effectively to narrow gaps in outcomes for disadvantaged children more quickly.

**Inspection activities**

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact of this on children's learning.
- The inspector spoke with children during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.

**Inspector**  
Rachel Ayo

## Inspection findings

### Effectiveness of leadership and management is inadequate

The childminder does not check the quality of the provision, or access continued professional development to improve her practice. She fails to keep abreast of changes and address weaknesses in her practice. Consequently, she does not improve outcomes for children, or identify breaches in requirements. Safeguarding is ineffective. The childminder does not have a secure knowledge of the signs of abuse, including when a child may be at risk of harm from extreme behaviours and views. She is not aware of current statutory safeguarding guidance, or to whom she should report concerns in order to promote children's welfare. The childminder does not ensure children's safety outdoors. She does not always supervise young children using large physical apparatus. Furthermore, she fails to identify the possible risks of having smaller physical apparatus sited on concrete. Although children wear sun protection cream, they are not always encouraged to wear their sun hats. In addition, the childminder does not consider when it might be unsafe for children to play outside during the hottest part of the day. The childminder does not record the details of first-aid treatment given following accidents.

### Quality of teaching, learning and assessment is inadequate

Despite the childminder having a childcare qualification, she does not use her knowledge to offer high-quality teaching and learning. The childminder provides a variety of resources and some interesting activities that children enjoy, especially in the garden. However, these often lack purpose and children's learning is mostly incidental. This is because the childminder has a weak knowledge of how activities link to the seven areas of learning. She does not consider whether they match children's stage of development. The childminder does not fully understand how to observe, assess and plan for children's individual future learning needs. She does not complete the required progress check for children aged between two and three years within the required time frame, or share it with parents. Consequently, she does not identify the most relevant or targeted next steps in children's learning to help close gaps quickly. This especially relates to the youngest children, where there is a lack of focus on their communication and language skills. The childminder does not take appropriate action where she has identified that children's progress in this area is less than expected. She does not share her concerns with parents or other professionals. This means that children who are not meeting their expected targets do not receive adequate support in consultation and partnership with parents or relevant professionals. The childminder is enthusiastic in her interactions and uses some opportunities to build on children's learning.

### Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding and in teaching and learning have a negative impact on children's welfare and personal development. On occasions, the childminder leaves her assistant in sole charge of children. He does not have current first-aid training. This puts children at risk. For children who attend other provision, the childminder does not link with school staff to support children as they move between settings. Despite this, the childminder promotes other aspects of children's well-being suitably. For example, she gathers important information from new parents to support children's transitions and meet their care needs on entry. Children have secure emotional attachments to the

childminder and are clearly familiar with consistent daily routines. They take part in good hygiene routines, have healthy snacks and meals and plenty of fresh air and exercise. This contributes to certain aspects of their health.

### **Outcomes for children are inadequate**

Weaknesses in teaching mean that children's ongoing learning needs are not being addressed sufficiently. Their progress and preparation for school are hindered. Despite this, young children are developing some skills for future learning. For example, they show independence while choosing what they want to play with and play alongside one another. They are developing a suitable awareness of appropriate behavioural expectations, such as sharing and taking turns.

## Setting details

<b>Unique reference number</b>	303595
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10069167
<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</b>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	18 September 2014

The childminder registered in 1995 and she lives in the Ilingworth area of Halifax. The childminder's husband is registered as an assistant for occasional use only. The childminder operates Monday to Friday from 7.30am to 5.30pm all year round, except for bank holidays and family holidays. She provides funded early education for two- and three-year-old children. The childminder holds a childcare qualification at level 3.

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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