

Childminder report

Inspection date:

23 November 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Although the childminder has attended recent safeguarding training, she does not have a secure understanding of the procedures to follow if she is concerned about a child. She does not ensure that she maintains an accurate record of children's attendance. This compromises children's safety and well-being.

Children are extremely happy and settled in the childminder's care. They have clear attachments to her and she is warm and nurturing towards them. Children behave very well and are very caring towards their friends. They ensure that their friends are not upset when they accidentally hurt each other when playing with the musical instruments. They show care and concern.

The childminder knows the children very well and understands the progress they are making in their development. She follows them in their play as they choose activities and she interacts effectively to extend their learning. The childminder introduces new vocabulary to support children's communication and language development. She is equally ambitious for all children to develop their language skills and provides additional support to those who need it. However, she does not always ensure that required assessments are completed for all children, to identify any additional needs.

Parents currently drop off their children at the childminder's door due to the COVID-19 pandemic. However, the childminder still ensures that parents have an opportunity to talk about their children's day by entering the home on collection.

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

- The childminder does not maintain an accurate record of attendance. This does not enable her to see who has been present on a particular day should this be required. It does not ensure that she can check who is on the premises in an emergency. This compromises children's safety.
- The childminder does not ensure that all children have a written summary of their progress between the ages of two and three years old. She does not ensure that children who have changed providers have had this assessment completed. This means that emerging concerns may not be identified.
- The childminder does not have a robust understanding of the action to take if she has a concern about a child's welfare. She does not have a safeguarding policy and procedure, which is a requirement of the compulsory part of the Childcare Register. This means she is unable to refer to documentation to support her in reporting concerns. In addition, she is unaware of the procedures to follow to report any allegations of harm that are made against her or a household member. This raises concerns about the safeguarding of children.

- The childminder does not critically reflect on her practice and consider future training needs to develop her knowledge. She does not seek feedback from others to inform her evaluation. This limits her professional development.
- Children's independence is promoted. The childminder encourages children to access their own drinks and to manage their own self-care needs. She praises children as they wash their hands and unpack their lunches.
- The childminder uses repetition to embed vocabulary and build on known words. She encourages children to say and repeat words. Children follow instructions as they excitedly dance to action songs and use musical instruments to follow the beat of the song.
- The childminder follows the children's love of books. Children bring their favourite stories and sit on her lap. They patiently wait for their turn to have their book read. The childminder's enthusiastic reading keeps children's interest and increases their enjoyment.
- The childminder enables children to learn about healthy choices as they talk about the food they are eating. They are reminded to stay hydrated. Children benefit from opportunities to be physically active. They visit local parks, soft-play centres and play sessions, where they interact with other children.
- The childminder knows what she wants children to learn and the skills she wants them to acquire before moving on to the next stage of their learning. She prepares them for going to school. She ensures that children are physically and emotionally ready.
- Partnerships with parents are good. The written and verbal feedback received is complimentary about the care the children receive. Parents appreciate the information the childminder shares to keep them well-informed about their children's progress and welfare.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder is aware of the signs of abuse and neglect and wider aspects of safeguarding. She knows what would concern her regarding children's welfare. However, she is not confident about who to contact to report concerns to. She does not have a policy and procedures to inform and guide her. The childminder does not know the procedures to follow if an allegation is made against herself or a household member and is not aware of the role of the designated officer. The childminder does not keep an accurate daily record of children's attendance. The childminder's premises are safe and secure and she carries out visual risk assessments to ensure children are in a safe environment.

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
ensure that there is a policy and procedures to follow to safeguard children, including a written policy and procedure for the compulsory part of the Childcare Register, and improve knowledge of the procedures to follow when concerned about a child's welfare	15/12/2021
ensure a robust understanding of the action to be taken in the event of an allegation being made against the childminder or a household member	15/12/2021
provide parents with a written summary of the progress check when children are aged between two and three years	15/12/2021
ensure that a daily record of children's attendance is maintained	15/12/2021
obtain feedback from others to inform self-evaluation and critically assess practice to improve the overall quality of the provision.	15/12/2021

Setting details

Unique reference number	313299
Local authority	Kingston Upon Hull City Council
Inspection number	10213435
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 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	7 March 2017

Information about this early years setting

The childminder registered in 2000 and lives in Hull. She operates her provision all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector obtained the 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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