

Childminder report

Inspection date:

8 February 2022

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

Children's safety and well-being are not assured. There are breaches of the requirements which are impacting upon children's welfare. The childminder does not identify and remove hazards to minimise risks to children. Cleaning products and medicines are not safely stored away from the reach of children. This compromises children's safety. Furthermore, hygiene practices are not maintained to minimise the risk of cross-contamination.

Children do not have access to a wide range of resources and opportunities. This does not support them to learn a wide range of skills. Children are easily distracted by the television and lose interest in the few resources that the childminder provides. They wander from room to room. The childminder does not offer a broad curriculum to stimulate children's interest. Occasionally, the childminder provides activities that she knows children like to do. At these times, children do engage for short periods of time. Yet, the childminder does not use these opportunities to teach children new skills. For example, a wide range of vocabulary is not modelled for children. This limits the number of words children hear and are able to copy.

Children do develop close bonds with the childminder. They go to her for cuddles and reassurance. The childminder provides this for them and helps them to feel secure. Children learn to take turns and share with their friends. The childminder encourages this during a shared activity. Children share toy cars and take turns to push the cars down ramps.

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

- The childminder does not provide a curriculum that meets all children's needs. In particular, children who have communication and language delay are not fully supported. The childminder does not use what she knows about the children to plan activities and support their learning. Activities that help children to develop important language and communication skills are lacking.
- The childminder has a poor understanding of the areas of learning she teaches. She does not plan a wide variety of opportunities to teach children new skills and knowledge. This is impacting on children's progress. For example, the childminder can only describe limited examples of new skills and knowledge that children learn.
- The childminder can describe some of the skills that she wants the children to learn. For example, she talks about wanting to teach children new vocabulary. However, her practice does not show this taking place and often children become bored and disengaged in what they are doing.
- The childminder does promote positive behaviour. Children show some self-control at times. They can follow simple instructions as they help to tidy up. The

childminder further supports this by often praising the children.

- Children do not experience an environment which promotes their health and well-being. The environment is not safe from hazards; it is cluttered and disorganised. This further impacts on children's ability to concentrate. The childminder's risk assessment procedures do not promote the welfare of children.
- Parents describe being happy with the care their children receive. The childminder communicates well with parents. She talks to parents about what their child has been doing during the day. This is helping to maintain a two-way flow of communication and to support care and learning needs.
- The childminder completes the two year progress check and shares this with parents. In addition, the childminder shares these with other relevant agencies. This supports those who are working with the child. It helps them to understand children's ongoing needs.
- The childminder is keen to continue to develop her knowledge. She is attending more training to help her understand the needs of children with autism. She is proactive in seeking support from the local authority and wants to improve her provision for children.
- The required information and records are sometimes not completed by the childminder. For example, she does not keep an accurate log of complaints. Dates are not recorded correctly. Therefore, it is difficult to see how the childminder addresses complaints. This limits the childminder's ability to show where she has made improvements. In addition, records of children's attendance are not always completed.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not identified the significant weaknesses in her practice. Processes for safeguarding children and risk assessment are not effective. This impacts upon the safety of the environment. The childminder did take immediate action during the inspection to reduce risks. She removed cleaning products and medicines out of the reach of children. However, the environment as a whole does not promote children's safety, health and well-being. The childminder knows the signs and symptoms of abuse. She has processes in place for reporting any concerns. The childminder has attended training to understand internet safety.

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
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ensure you plan challenging experiences for children that take into account children's individual needs and development	04/03/2022
ensure children are able to access a range of activities and experiences that cover all areas of learning	04/03/2022
complete daily records of attendance for all children	04/03/2022
ensure that all spaces used by children are adequately cleaned to prevent cross-contamination	04/03/2022
ensure that all resources including bedding used by children are adequately cleaned before use	04/03/2022
improve risk assessment processes to include the safe storage of cleaning products and medication	04/03/2022
ensure that complaints are recorded accurately to include the dates of any complaints and the action taken.	04/03/2022

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

- develop your own use of vocabulary to increase the number of words children hear to enable them to develop their communication skills
- consider how the environment can be developed to avoid distractions such as the television.

Setting details

Unique reference number	EY415099
Local authority	Bradford
Inspection number	10220695
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	0 to 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	27 July 2016

Information about this early years setting

The childminder was registered in 2010 and lives in Wilsden near Bradford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Aimee Hill

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder.

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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