

Childminder report

Inspection date:

17 February 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is compromised because the childminder does not have the knowledge to enable her to identify, understand and respond appropriately to signs of possible abuse and neglect. Additionally, the childminder does not have a secure knowledge of the learning and development requirements. Although she provides a range of activities, she does not always recognise how these help children and any learning achieved is often incidental. She has a limited understanding of how to assess children's development. Consequently, she does not always identify and recognise gaps in learning and take prompt action to help children catch up. That said, children are content in the childminder's care. She is kind and caring and children approach her confidently and with affection. Children readily say please and thank you and respond when asked to do tasks, such as helping to tidy away toys when they have finished playing with them.

During the COVID-19 pandemic, the childminder opened as soon as it was safe to do so to support families. She took steps to keep everyone safe. This included asking parents to drop off their children on the doorstep. Parents and children adapted well to this change.

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

- The childminder does not have policies and procedures in place to enable her to identify, understand and respond appropriately to signs of possible abuse and neglect. She is also unfamiliar with how to identify and protect children from extreme views and behaviours. She is unaware of local safeguarding procedures in place to protect children. This means that she may not be able to respond in a timely and appropriate way to ensure children are kept safe.
- Although children are occupied and, for the most part, kept busy during their time at the setting, the childminder is not always clear about what she wants them to learn and why. She does not know what the areas of learning are. Therefore, these are not covered when planning and delivering the curriculum for individual children. Additionally, she does not shape learning experiences successfully. For example, activities such as tracing their name on paper are not developmentally appropriate or interesting for some children. This does not spark children's curiosity and motivation and lead them to have the best possible attitudes towards learning.
- The childminder does instinctively support some aspects of learning. Children are becoming increasingly independent and learn how to manage their personal care. They learn some skills to get them ready for school. For example, they put on their own shoes and coat and listen to and follow instructions.
- The childminder does not undertake close monitoring and assessment of children's progress to ensure gaps are identified and steps are taken to help

them catch up. Additionally, the childminder is unsure about what she needs to do with regards to completing the progress check at age two, in line with the requirements of the 'Statutory framework for the early years foundation stage'.

- The childminder shares some details with parents about their child's care and what they do throughout the day. She ensures they are informed of any accidents and if any medication is given. However, she does not routinely share specific information about their child's learning, progress and next steps. This does not ensure both parties work together to help children gain the skills they need to be ready for school.
- The childminder evaluates her provision and completes some training. However, this is not targeted sufficiently to raise her knowledge of how to meet requirements for safeguarding and welfare and learning and development.
- Children's health is promoted effectively. Good levels of hygiene are maintained throughout the childcare areas. The childminder teaches children about the importance of routines, such as hand washing, to keep them healthy.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a secure knowledge of child protection issues. She lacks knowledge of local safeguarding procedures. She does not have the information to enable her to respond to concerns in a timely manner. The childminder does take good steps to keep children safe in her home and when on outings. She supervises them carefully when playing in the outdoor areas to ensure they are not at risk. Her home is safe and suitable for childcare purposes.

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
improve safeguarding knowledge, including recognising possible signs and symptoms of abuse and the wider aspects of child protection, such as the 'Prevent duty guidance for England and Wales 2015', to be able to keep children safe	24/03/2022
gain knowledge and understanding of the procedures to follow should there be concerns about a child's welfare	24/03/2022

undertake appropriate professional development in order to understand and implement the early years foundation stage and offer quality learning and development opportunities for children	24/03/2022
use information gained from accurate observations to plan challenging and enjoyable experiences that support children to make at least good progress in all of the areas of learning and development	24/03/2022
develop a secure understanding of how to complete the required progress check for children aged between two and three years	24/03/2022
work with parents to promote the learning and development of their children.	24/03/2022

Setting details

Unique reference number	EY378609
Local authority	North Yorkshire
Inspection number	10117454
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 June 2014

Information about this early years setting

The childminder registered in 2008. She lives in Sherburn in Elmet, Leeds. The childminding provision operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Lindsey Pollock

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector talked to the childminder about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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