

# Childminder report

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Inspection date: 1 March 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children are not adequately safeguarded at this setting. The childminder lacks strong knowledge of how to manage child protection concerns or allegations raised about adults in the setting. In the event of concerns, she does not share consistently accurate and precise information with relevant agencies or other providers in a timely way. She does not demonstrate that she has all the necessary skills needed to ensure the smooth running of the setting. This impacts on children's safety, welfare and education.

Despite this, overall, the childminder has warm relationships with most children and she knows them fairly well. They generally appear happy, content and well settled. Children demonstrate positive behaviours. They are familiar with the daily routine. They cooperate with small tasks and play nicely alongside their peers. However, the childminder does not consistently provide equal opportunities to all children. She readily excludes some children from the setting based on parental concerns that are rightfully raised. This means she puts her own feelings above those of the children. This does not foster the most respectful relationships with children or their parents. Ultimately, this prevents some children having access to their full educational entitlement.

The childminder does not have the highest expectations of what children can achieve, particularly outside. That said, the childminder plans activities based on children's interests and some appropriate themes indoors. For example, children enjoy pretending to make pancakes for pancake day. They talk about what they are doing and delight in sensory exploration of dough, flour and lemons. They demonstrate control using a variety of tools and equipment to shape the dough. This helps to ignite children's curiosity and they display enthusiasm to explore. Overall, although children do not yet reach their full potential, they are beginning to develop key skills they will need for their future learning.

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

- The childminder's poor handling of a recent safeguarding situation has resulted in a breach of several legal requirements of the Statutory framework for the early years foundation stage. This is even though she met her responsibility to notify Ofsted of a significant event that might impact her suitability. In hindsight, she can reflect that she has not acted appropriately. However, during the situation, she did not closely follow safeguarding procedures and made some decisions that could ultimately have put children at increased risk of harm.
- The childminder does not have secure knowledge of the importance of swiftly sharing clear, consistent and relevant information about safeguarding concerns with all necessary agencies. She also does not proactively work with other

providers when children attend elsewhere. This does not help to ensure all relevant professionals have an accurate oversight of safeguarding information or concerns.

- The childminder does not ensure equality and inclusion practice is consistently followed. This is because she has excluded children from accessing the setting in reaction to concerns being raised. This breaks her contractual obligation to them and their family, and ultimately prevents them from accessing their entitlement to education.
- The childminder does not ensure positive relationships are always maintained with all parents. This is because parents are unable to raise concerns with her without it causing a breakdown in the relationship. That said, written and verbal feedback received from parents of children currently attending, regarding the childminder's practice, is wholly positive.
- The curriculum is fairly broad, covers different aspects of learning and is well sequenced indoors. Most children seem to enjoy their time in the childminder's home. For example, they particularly like role play, drawing and playing with small-world resources inside. Routine trips out and about to playgroups, a local activity centre and the library, add to the curriculum. However, the childminder does not consistently offer broad, interesting and well-planned experiences outside. Children like physical play equipment and catching bubbles but the childminder takes on a more supervisory approach so their play and learning is not extended. This does not help to ensure children make as much progress as possible.
- The childminder has a focus on promoting communication, language and literacy in her setting. She provides appropriate support for children who speak English as an additional language. Inside, she narrates children's play and asks plenty of questions. She models vocabulary and provides books, puppets and other resources, such as pictures related to the intended theme, to evoke discussions. For example, children talk about their likes and dislikes when reviewing pictures of pancake toppings.
- Children's health and hygiene are promoted. The childminder provides nutritious snacks and meals and promotes rigorous cleanliness regimes. She has robust measures to prevent COVID-19 infections and minimise any spread of this within her setting. The childminder promotes independence as she teaches children to put on their own coats and shoes, feed themselves using cutlery and, when ready, use the toilet.
- The childminder does not ensure that record keeping is accurate. This specifically refers to the visitors' record log she chooses to keep, which does not reflect detail of some dates and times other persons have recently attended the premises. This does not efficiently support the smooth management of the setting.
- The childminder does not acquire the necessary skills she needs to fulfil all of her key responsibilities, especially in relation to the management of the setting, safeguarding children, providing quality education and effective partnership working. That said, she has recently begun liaising more closely with the local authority. She networks with some other childminders for additional guidance and support. She keeps her own and her assistants' routine qualifications

updated, including paediatric first aid. However, overall, she does not yet ensure her professional development promotes continuous improvement.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder's weak management of the setting and lack of safeguarding knowledge does not help to protect children from harm. She has failed to fully understand her key safeguarding responsibilities and follow all appropriate safeguarding procedures when presented with concerns of a safeguarding nature. The childminder's record keeping is inaccurate in some instances, which does not support the smooth running of the setting. The childminder and her assistant are both suitably vetted. They always maintain adult-to-child ratios. The childminder's home is typically secure and effective risk assessment ensures that any environmental hazards are minimised.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
improve knowledge of the procedures to follow in the event of safeguarding concerns, including dealing with child protection concerns and managing allegations against adults in the setting	04/04/2022
improve knowledge of the importance of swiftly sharing clear, consistent and relevant information about child protection concerns or allegations against adults in the setting with all necessary agencies, including other providers where applicable	04/04/2022
ensure equality and inclusion practice is consistently followed so that no children are excluded from accessing the setting	04/04/2022
ensure positive two-way relationships are always maintained with all parents regardless of any concerns being raised	04/04/2022

ensure that record keeping is accurate and efficiently supports the smooth management of the setting	04/04/2022
acquire the necessary skills to fulfil all key responsibilities and ensure professional development promotes continuous improvement.	04/04/2022

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
enhance the curriculum and build on the quality of interactions with children to ensure consistency and further challenge their abilities and knowledge, particularly outside.	04/04/2022

## Setting details

<b>Unique reference number</b>	2599625
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10230066
<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 at time of inspection</b>	2 to 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in West Bromwich. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3. She works with an assistant as and when needed.

## Information about this inspection

### Inspector

Josephine Heath

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- 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 inspector viewed the areas used for childminding and held discussions with the childminder about the curriculum, children's learning and how she promotes and supports their progress.
- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector spoke to the childminder about the management of her setting. She looked at relevant documents, including children's records, attendance registers, and the safeguarding policy and complaints procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector sought the views of parents from written feedback and discussions held at appropriate times.

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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