

# Childminder report

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Inspection date: 3 March 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

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

### The provision is inadequate

Children are not safeguarded because the childminder lacks knowledge and understanding of safeguarding procedures. Her oversight of the quality of provision is poor. The childminder has failed to identify training and professional development opportunities that would help to raise the overall quality of care and education for children.

Children do not benefit from quality learning experiences. They remain seated on the same chairs for long periods of time. This hinders opportunities for children to develop skills across different areas of learning. The childminder and her assistant provide children with jigsaw puzzles to complete. Some of these puzzles are too easy for children, while others they find too challenging. The childminder does not identify that some pieces are missing, when providing children with more complex jigsaw puzzles, meaning they cannot complete these. As a result, children lose focus and become bored as they repeat or work on the same puzzle for a prolonged period of time.

The organisation of learning programmes means that children are restricted in the choices they make. For example, they are provided with colouring sheets and pencils, however, the selection is limited. The childminder and her assistant recognise that the pencils they provide need sharpening. However, they do not take action to do this, so children's creative skills are limited to the colours that are available to use.

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

- The childminder lacks knowledge and understanding of the requirements set out within the 'Statutory framework for the early years foundation stage' (EYFS). There are a number of breaches to these requirements. Consequently, the quality of care and education that children receive is inadequate.
- The childminder has not maintained training to ensure she has an up-to-date knowledge of safeguarding issues. She lacks ability to identify signs that could indicate a child is at risk of abuse or harm. The childminder does not know the procedures to follow if an allegation is made against herself or another adult. She does not know who to report concerns about children to, and demonstrates an unwillingness to engage with some other professionals. This means that children are not safeguarded.
- The childminder does not understand the areas of learning and development as set out within the EYFS. She lacks knowledge about the types of activities and experiences children need to help them make progress across the seven areas of development. As a result, children are not supported to make good enough progress in their learning.

- The childminder does not carry out any assessments of children's development, including the statutory progress check at age two. This means that any gaps in children's learning may not be identified at the earliest opportunity. Therefore, children may not receive the early support and intervention they need to help them reach their potential.
- The childminder does not plan any activities for children. Her expectations for children are too low. Children spend their time playing with the same limited resources that are provided to them. The childminder and her assistant do not consider what they want children to learn next. As a result, children's learning is restricted and they do not gain the skills they need in preparation for the next stage in their learning.
- Children behave compliantly in the childminder's home. They follow instructions with ease. However, children lack eagerness to learn. They become demotivated as they repeat the same activities. At times, children struggle to concentrate as they lose focus and gaze around the room.
- The childminder takes time to get to know children's families as she builds relationships with them. Children show that they feel comfortable and settled in the childminder's home and they begin to form friendships with each other, which supports their emotional security.
- The childminder has some regard for children's good health. She enjoys cooking nutritional meals for children to help them receive a balanced diet.
- The childminder does not demonstrate an understanding of her roles and responsibilities. She does not recognise her role as an educator for children. The childminder has not completed regular training and professional development opportunities to keep her knowledge and skills up to date. She does not show willingness to refresh her knowledge to benefit children.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have an up-to-date knowledge of safeguarding issues. She is not alert to signs that could indicate a child is at risk of abuse or harm. The childminder has not accessed regular training to ensure that she knows the procedures to follow to report concerns of a safeguarding nature about adults or children. That said, the childminder provides children with a clean environment. She uses risk assessment effectively to minimise potential risks to children's safety in the home. The childminder holds a current paediatric first-aid certificate.

## 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:**

	Due date
improve knowledge and understanding of safeguarding policies and procedures, in order to have an up-to-date knowledge of safeguarding issues and be able to identify and respond appropriately to signs of abuse and neglect in line with the guidance and procedures of the relevant local safeguarding partners	25/03/2022
improve knowledge and understanding of the procedures to follow in the event of an allegation being made against an adult	25/03/2022
identify and complete appropriate training and professional development opportunities to improve knowledge and understanding of roles and responsibilities and provide children with high-quality learning and development experiences.	25/03/2022

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

	Due date
ensure that the progress check at age two is completed for every child that provides parents with a written summary of their child's development and identifies any areas of delay or concern, so that swift intervention can be provided	31/03/2022
improve knowledge and understanding of each area of learning, in order to provide children with educational programmes that include activities and experiences across the seven areas of learning and development	31/03/2022

plan and provide all children with challenging and enjoyable experiences that take account of their interests and individual needs to support their learning and development	31/03/2022
implement an effective curriculum that helps children to make progress in their development and prepares them for the next stage in their learning.	31/03/2022

## Setting details

<b>Unique reference number</b>	224430
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10115565
<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>	3 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	24 June 2019

## Information about this early years setting

The childminder registered in 1993. She lives in Stoke-on-Trent. The childminder operates all year round from Monday to Friday. Sessions are from 7.30am to 5.45pm. The childminder provides funded early education for three- and four-year-old children. She works with an assistant.

## Information about this inspection

### Inspector

Lisa Bennett

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching to assess the impact this has on children's learning.
- The inspector toured the premises and held discussions with the childminder to learn about how the provision and curriculum are organised.
- The inspector held a meeting with the childminder and looked at relevant documentation and evidence of suitability.

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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