

# Childminder report

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Inspection date: 14 April 2022

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<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
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Behaviour and attitudes	<b>Inadequate</b>
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Personal development	<b>Inadequate</b>
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Leadership and management	<b>Inadequate</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Due to weaknesses in the childminder's knowledge and understanding of safeguarding, children are not protected at all times. The space that the childminder provides for children to play is not adequate to meet their play and learning needs. In addition, children cannot easily access age-appropriate resources, such as toys and books. This means they cannot follow their interests or make choices about their play. The childminder does not consistently promote good hygiene with children, such as handwashing.

The childminder does not gather accurate information about children's stage of development, interests or learning needs. Her lack of planning means that the curriculum does not focus on what children already know and what they need to learn next. The childminder does not support children's development of communication and language skills effectively. She does not have suitable arrangements in place for her professional development to improve the care and learning experiences for children.

Despite the weaknesses in the childminder's practice, children are settled in this setting. Overall, they behave well. The childminder reminds them about being kind and sharing. She reminds children of rules and helps them to understand why some behaviour is not acceptable. The childminder frequently takes children to a play centre rather than spending time in the setting. During these sessions, they meet other children and begin to develop their relationships in a wider social group. They are comfortable around visitors to the setting and are keen to share their play with them.

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

- The childminder has a designated playroom for children where she keeps equipment and resources to support their play and learning. However, the space is small and does not give children enough room to play and move around. The childminder says that she uses her garden for children to play. However, during the inspection, there were no children's toys or equipment out in the garden. Despite the weather being warm and sunny, children did not have access to the outdoors. This means that children who are starting to develop their physical skills, such as standing and walking, do not have adequate space to do so.
- In addition to the very limited space, most of the toys and resources, including books, are stored in boxes or on shelves which are out of reach of the youngest children. This means that children cannot follow their interests, choose their own resources or make choices about their play. The childminder knows some of the toys that children prefer, such as musical and noisy toys. However, she does not make them available for children to play with. As a result, children become

bored and restless.

- The childminder does not consistently promote good hygiene routines with children. Despite children crawling around on the floor and playing with the dog, they are not supported to wash their hands before they eat. This means children do not begin to understand the importance of health and hygiene from an early age.
- The childminder does not make accurate assessments of children's stage of development or next steps in learning. This means she does not know enough about children in her care in order to target their learning needs. The childminder does not find out children's starting points when they enter her care, or for those children who have returned after being absent during the COVID-19 pandemic.
- The childminder does not have effective partnerships with parents. There is no two-way flow of information to share updates about children's progress or what they are learning at home. She does not find out about children's emerging or changing interests. This means that she does not have the information she needs to tailor children's play and learning to promote their next steps.
- The childminder does not promote children's communication and language skills effectively. Children are often given a dummy to settle and pacify them. However, once they are settled and playing happily, they still have their dummy. This inhibits their attempts to babble and make sounds. The childminder does not consider the negative impact that having a dummy constantly can have on a child's development of speaking skills.
- Children demonstrate secure relationships with the childminder and other children. They delight in the times that other children engage them in play. For example, they encourage them to roll a ball and move to music. Children enjoy looking at books with the childminder. She encourages them to turn pages and lift flaps to see what is underneath.
- The childminder has access to training through her membership of a childcare organisation and the local authority. However, the childminder has not accessed any recent training or conducted any independent research to keep her knowledge and skills up to date. She is not aware of the changes to the early years foundation stage or of any local or national initiatives which are designed to narrow the gaps in children's learning. The childminder does not demonstrate any commitment to professional development in order to provide better quality care and learning for children.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not demonstrate a secure understanding of the procedures to follow in the event of an allegation being made against her or an adult living or working on the premises. Although the childminder knows some of the signs and symptoms that indicate a child might be at risk from harm, her knowledge is not secure to keep children safe. She does not demonstrate a secure knowledge and understanding of wider child protection issues, such as the risks to children from

county line gangs and extreme behaviours. She does not demonstrate a secure knowledge of the signs that might indicate a child is being groomed for exploitation. Nevertheless, the childminder teaches children some aspects of how to keep themselves safe. For example, they learn how to cross the road safely.

### **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>
attain a good understanding of the procedures to follow in the event of an allegation being made, including the point at which allegations should be notified to relevant agencies, and the role of Ofsted and the local authority designated officer for safeguarding	13/05/2022
improve knowledge and understanding of the signs and symptoms that indicate a child may be at risk from harm or abuse	13/05/2022
improve knowledge and understanding of wider child protection issues, such as the risks to children from county lines gangs and extreme behaviours	13/05/2022
ensure that the premises, including overall floor space, are suitable for the age of children cared for and the activities provided on the premises, particularly the room used for children to play in	13/05/2022
organise the premises and equipment in a way that meets the needs of children, particularly ensuring that children can access age-appropriate resources to support their play and learning	13/05/2022
promote good hygiene with all children, so that they begin to understand routines from an early age	13/05/2022

develop suitable arrangements for training to improve knowledge and skills, so that the quality of care and learning for children improves	13/05/2022
develop effective partnerships with parents that promote a two-way flow of information, including sharing information about children's starting points, interests, ongoing progress and next steps in learning	13/05/2022
make accurate assessments of children's stage of development, learning needs and interests and provide learning experiences that are tailored to their individual needs and target their next steps in learning.	13/05/2022

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

	<b>Due date</b>
provide consistent support for children's communication and language development, including improving understanding of the impact the constant use of dummies can have on children's ability to develop speaking skills.	13/05/2022

## Setting details

<b>Unique reference number</b>	320728
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10230673
<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>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	5 June 2018

## Information about this early years setting

The childminder registered in 2001 and lives in Wakefield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Nicola Dickinson

### 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organised different aspects of learning.
- The inspector discussed parents' feedback with the childminder and how she works with different families.
- The inspector observed teaching. She talked to the childminder about how she evaluates the provision.
- The inspector talked to the children about their play throughout the inspection.

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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