

# Childminder report

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Inspection date:

24 May 2022

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Requires improvement**

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 is not maintained due to the poor safeguarding knowledge of the childminder's assistants. Weaknesses in the supervision of children and deployment of the childminder and her assistants also result in children's welfare not being protected. Strategies to manage children's unacceptable behaviour are inappropriate and do not meet children's needs.

Children benefit from some quality learning experiences promoted by the childminder. The childminder has a good knowledge and understanding of child development. She is aware of the capabilities of children over the age of two and identifies how to build on their prior knowledge and skills. However, the assistants lack this knowledge and understanding. The co-childminder, who only works on a Monday, plans for the children aged under two. However, these children are left in the care of an assistant for most of the day during the rest of the week. This results in children receiving varied learning experiences.

Children's independence is promoted generally well as they choose their own 'jobs' to complete. Children are encouraged to complete their chosen activities and to then return them to the relevant areas. At lunchtime, older children independently make their own sandwiches and pour their own drinks. After lunch, children skilfully find their own toothbrushes and clean their teeth, supporting good oral health skills. Parents confirm that they receive weekly information about what their children are doing, which enables them to continue to support their learning at home.

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

- Children's safety is compromised due to weaknesses in the childminder and her assistants' practice and knowledge. Children do not consistently benefit from good-quality care and learning experiences. This is because the childminder does not organise her provision to ensure she can oversee the work of her assistants. While she is generally aware of weaknesses in the assistants' practice, she is unable to support them to improve effectively. One assistant is left unsupervised for most of the day to care for children under two years. The other assistant works more directly with the childminder, caring for children over the age of two. This allows the childminder to provide some direction in what this assistant should do to support the children.
- Overall, children behave well. The childminder reinforces clear boundaries and expectations. Children enjoy playing with their peers. However, when unacceptable behaviour occurs, the childminder uses inappropriate strategies to manage this. She explains why children should not hurt their friends and provides them with time to reflect on this behaviour. However, children are

strapped in a pushchair in the separate sleep room for this reflection time. This does not meet children's needs or promote their self-esteem.

- The childminder and the co-childminder are responsible for planning activities to support children's next steps in learning. The childminder skilfully supports children to engage in purposeful play and learning experiences. However, her assistants do not have a good enough understanding of how to support individual children to achieve their next steps. This means that children do not always benefit from quality interactions and learning experiences.
- Babies enjoy investigating and exploring resources. They play with rice, shape sorters and pop-up toys. An assistant engages with them, providing some appropriate support as they play. She is aware of how the activities can support children's skills and has some knowledge of their next steps in learning. However, she does not make use of the experiences to support and build-on children's learning effectively.
- The childminder promotes children's communication and language skills well. She continually provides a dialogue as children play. When children say single words or simple sentences, she puts these into a full sentence. As children progress, she asks questions to encourage them to speak. The childminder plans and leads group activities to support children's listening and attention skills.
- The childminder regularly reviews older children's planning with them and provides suggestions as to what activities they could complete. Children are free to choose whether to engage in the activities the childminder suggests. This approach helps to focus children and engage them in some purposeful experiences.
- Children enjoy playing outside. The childminder plans the outdoor environment with clear intentions for children's learning in place. The assistants have a general awareness of how the activities can support children's skills in some areas. However, children are not successfully challenged. This is because the assistants do not fully understand how to use the activities to support individual children's learning.

## Safeguarding

The arrangements for safeguarding are not effective.

Children are not protected from potential harm. While the childminder has a clear understanding of child protection, her assistants do not. They are unable to identify any signs that children may be at risk from female genital mutilation or that children may be exposed to extreme views and behaviours. The childminder does not consistently ensure that she, or one of her assistants, is always supervising the children. The childminder left children unsupervised on two occasions during the inspection while they are eating. At other times, even though she knows one assistant is supervising children in two rooms, she asks them to also supervise the children in a third room. This ineffective deployment and supervision of children does not maintain children's welfare.

The childminder has reviewed the garden area to ensure hazardous plants have

been removed. Children are encouraged to rake up any fruit which has dropped from trees, to ensure these do not pose any risk to their health and 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
ensure that children are consistently supervised, especially while they are eating	25/05/2022
ensure that strategies to manage children's unacceptable behaviour are developmentally appropriate for the child	25/05/2022
ensure that assistants fully understand the full range of indicators of abuse, including indicators associated with the 'Prevent' duty and female genital mutilation	04/07/2022
ensure that the deployment of the childminder and assistants remains effective at all times, so that all children benefit from quality care and learning experiences	25/05/2022
ensure that assistants understand what each child needs to learn so that they can engage and support them to build on their prior knowledge and skills effectively.	04/07/2022

## Setting details

<b>Unique reference number</b>	EY462767
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10239786
<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>	0 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	25
<b>Date of previous inspection</b>	20 July 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Ripon. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays. She works alongside a co-childminder on Monday and up to two assistants during the rest of the week. The childminder holds early years professional status and one assistant holds a qualification at level 2. The childminder follows the Montessori educational approach. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Arnold

### Inspection activities

- 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 childminder spoke to the inspector about her intentions for children's learning.
- The inspector talked to the childminder's assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the childminding provision with the inspector.

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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