

# Childminder report

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Inspection date:

14 March 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

Not applicable

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

### The provision is inadequate

Children's welfare and safety are compromised because the childminder has failed to complete the required suitability checks of an assistant that has been working with her for over two years. During this time, the assistant has been left unsupervised with children and has attended to children's personal care needs, such as changing nappies. This puts children's safety and well-being at significant risk.

Overall, children are confident. They enjoy some of the wide range of learning opportunities that the childminder provides. She has high expectations for all children. However, the childminder and her assistants are not always deployed effectively to support children. In addition, the childminder does not effectively coach the assistants to improve the quality of their teaching. As a result, children do not explore some of the activities provided to support their learning. Additionally, they do not always benefit from meaningful interactions to extend their learning.

The childminder recognises that since the onset of the COVID-19 pandemic, some children may require more support with settling in. The childminder tailors the settling-in process to suit individual families. Parents comment that their children settle quickly and that the childminder teaches them good behaviour. The childminder is a good role model for behaviour. Children explain how to be kind friends and, mostly, help to tidy up. They learn the expected behaviour at the setting.

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

- The childminder has failed to ensure that all adults working with children are suitable to do so. Although she has gained a Disclosure and Barring Service check for her assistants, she does not always provide Ofsted with the necessary information to ensure that all of the required suitability checks can be completed on all assistants. As a result, Ofsted has not been able to complete the relevant suitability checks. The childminder has failed to meet the safeguarding and welfare requirements or take effective steps to safeguard children in her care.
- The childminder does not ensure that she and her assistants are confident in their safeguarding knowledge. She is not certain of the procedures to follow regarding an allegation against her or her assistants. In addition, her assistants do not know how to report concerns about other people working with children or know where to find this information. They do not have a suitable understanding of their responsibility to protect children.
- The childminder does not provide support for her assistants. They do not receive effective inductions or regular supervision to support their professional

development. The assistants are not given coaching to support their overall awareness of their roles and responsibilities.

- Children do not always benefit from meaningful interactions to support their learning. This is because the deployment of adults is not effective. For example, assistants sit with one baby each for prolonged periods of time. This means that the childminder is not able to provide support where needed, for the rest of the children, particularly when they choose to play in different areas. This also impacts on the range of learning opportunities children have access to.
- Overall, the childminder suitably supports children's communication and language skills. Children enjoy regular stories and song times. Older children know many stories well and join in with the repeated sentences. However, sometimes, the childminder speaks quickly and does not always model the correct way of speaking. Younger children cannot keep up with the speed of delivery. They do not have time to hear the words precisely, to build on the breadth of their vocabulary or to help maintain their engagement.
- Children's physical skills are well promoted. Babies benefit from time on their tummies and are encouraged to crawl. Older children mix water, foam and lemon slices. They concentrate as they use spoons to scoop the mixture into muffin trays. Children develop their control and hand-to-eye coordination.
- Children are supported to develop their independence skills. Children learn to wash their hands and put their shoes away. They learn to take care of themselves and to look after their belongings, which helps with their eventual move on to school. Overall, children, including those who receive funded early education, are developing the skills they need for their future learning.
- The childminder works closely with parents. She regularly updates parents on children's progress and shares ideas and resources to extend their children's learning at home. Older children regularly take books home to read. This helps to encourage children to develop a love of books.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a secure enough understanding of her role to safeguard children. She does not take the appropriate action to ensure that all adults working with children are suitable to do so. The childminder completes safeguarding training. However, she does not ensure that her assistants have a suitable understanding of the policies and procedures to protect children. The childminder explains who to report concerns about her assistants to but is not clear of the procedures to follow. Her assistants cannot explain how to deal with concerns over the conduct of colleagues.

## 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
implement effective procedures to ensure that all adults working with children are suitable, including providing Ofsted with the necessary information to allow all suitability checks to be completed	28/03/2022
ensure that children are not left alone with any person who has not completed all the required suitability checks	28/03/2022
ensure that all adults working with children understand the safeguarding policies and procedures, including how to deal with any allegations or concerns about the conduct of their colleagues	28/03/2022
implement effective induction and supervision to provide support, coaching and training to assistants, to help them gain a better awareness of their overall roles and responsibilities	28/03/2022
ensure that adults working with children understand effective ways to fully engage children, so that all children benefit from high-quality interactions which support them to develop a positive attitude to their learning.	28/03/2022

**To further improve the quality of the early years provision, the provider should:**

- model language accurately and at a speed that children are able to keep up with, to help children make better progress in their communication and language development.

## Setting details

<b>Unique reference number</b>	EY562994
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10191125
<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 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Liverpool. The childminder holds an appropriate early years qualification at level 3. She works with two assistants, who both hold appropriate early years qualifications at levels 2 or 3. The childminder provides care from 8am to 6pm, Monday to Friday, all year round, except for family holidays. She provides funded early education for two-, three, and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Williams

## Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the childminder deliver a planned activity and discussed children's learning with her.
- The inspector observed the interactions between the childminder, assistants and children.
- The inspector spoke to children, to find out about their time at the setting.
- Parents shared their written views of the setting with the inspector. Parents' views were taken into account by 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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