

Childminder report

Inspection date: 27 May 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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 are welcomed into the setting. They have secure relationships with the childminder and her family. However, children are not kept safe. The childminder does not keep a daily record of the names of the children being cared for in her setting, or the times they attend. This compromises children's safety in the event of an emergency. The childminder has a poor understanding of child protection issues, such as children who might be at risk from extreme views or exploitation by county lines gangs. She does not have a secure knowledge of the signs that a child might be at risk from harm or abuse in order to keep them safe.

Children are not supported to make good progress because the childminder's curriculum does not take into account their individual learning needs or their interests. At times, the childminder's expectations for children are far too high. As a result, they are presented with challenges that are not appropriate for their age and stage of development. This has a negative impact on children's confidence and self-esteem because they are often set tasks they cannot achieve. In addition, children do not always have the equipment they need to complete tasks.

Despite the weaknesses in practice, children behave well. They have good relationships and share and play together. The childminder teaches them to use good manners and to be kind to each other.

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

- The childminder does not have effective partnerships with parents and other settings children attend. She does not gather enough information about what children already know and can do. The childminder does not find out about children's interests, or what they are learning at home. For example, she does not obtain up to date information about children who have been absent throughout the COVID-19 pandemic. As a result, the childminder does not have a good understanding of children's stages of development or their next steps in learning. This means she does not plan high-quality learning experiences for children that help them to make good progress.
- The childminder does not know enough about children's stages of development, or what milestones they should be meeting. As a result, she often sets children tasks that they cannot achieve. For instance, she gives them sheets of felt to make a crown, but the felt is too hard to cut with scissors. In addition, the childminder expects young children to be able to cut carefully along zigzag lines. Consequently, they quickly lose interest in activities and move away.
- Nevertheless, children enjoy painting their hands and making handprints on paper. They smile as they use brushes to paint their fingers and feel the paint as they squeeze it between them. Older children enjoy mixing paints to make new

colours. They think carefully about the colours they might use and share their ideas. They concentrate well when they use the new colours to create pictures. The childminder shows children how to use a tripod grip when holding a pen, which helps to develop their early writing skills.

- The childminder chats to the youngest children during role play with dolls. They talk about why the baby doll might be crying, for example it might be hungry and need its bottle. Children pretend to brush their doll's hair and dry it. The childminder encourages them to repeat some words, such as 'hairdryer'. This helps children's developing communication and language skills.
- The childminder promotes good hygiene routines. Children develop their independence in personal care, ready for the move to school. The childminder provides fruit at snack time and offers children water to drink. Children have opportunities to play outside in the fresh air. They develop physical skills during outdoor play at local parks.
- The childminder accesses some training online. She has recently completed a childcare course. She says that this has helped her to better understand how to observe children and record what they are learning. The childminder has completed some observations, although she is yet to use these to inform her planning.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has a poor understanding of the signs that indicate a child might be at risk from harm or abuse. She has a poor knowledge of child protection issues, such as children who might be at risk from exploitation. The childminder does not keep a record of the children she has in her care, or their hours of attendance. Nevertheless, the childminder completes suitable risk assessments of her premises and outdoor spaces. She helps children to take managed risks, such as using large play equipment in the park.

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
maintain a daily record of the names of the children being cared for on the premises, and their hours of attendance	10/06/2022

improve understanding of child protection issues, such as children who might be at risk from extreme views or exploitation by county lines gangs	10/06/2022
improve understanding of the signs that a child might be at risk from harm or abuse in order to be able to respond in a timely and appropriate way	10/06/2022
work in partnership with parents and other settings that children attend in order to have a clear understanding of each child's interests and learning needs	10/06/2022
use the information gathered from parents and other settings children attend to plan high-quality learning experiences for children that help them to make the best possible progress	10/06/2022
ensure that every child's care and learning are tailored to meet their individual needs, carefully considering their stage of development so that they are presented with developmentally appropriate challenges that are achievable.	10/06/2022

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

	Due date
ensure children have the equipment and resources they need to participate fully in enjoyable experiences in all areas of learning and development.	10/06/2022

Setting details

Unique reference number	EY436228
Local authority	Wakefield
Inspection number	10218682
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 August 2016

Information about this early years setting

The childminder registered in 2011 and lives in the Agbrigg area of Wakefield. She operates her provision all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 2.

Information about this inspection

Inspector

Nicola Dickinson

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the curriculum and how the childminder organised different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector discussed working with different families with the childminder.
- The inspector observed teaching. She talked to the childminder about her professional development and how she evaluates the provision.

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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