

# Childminder report

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Inspection date: 23 August 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is inadequate**

There are substantial weaknesses in safeguarding practice that significantly compromise children's welfare. For example, the childminder does not implement the setting's safeguarding policy and procedure in practice. She does not maintain accurate and sufficiently detailed records where concerns arise about a child's welfare. This does not help to ensure the safe and effective management of the setting. Furthermore, the childminder does not complete robust risk assessments to help identify potential hazards and risks to all children. For example, she does not ensure that babies are adequately supervised while eating and playing with toys that pose a choking hazard. This significantly compromises children's safety.

The poor curriculum means children do not receive an acceptable quality of education. The childminder does not provide children with suitably challenging experiences that help to develop their knowledge and skills. She does not consistently implement her plans for the curriculum and children's learning targets effectively in her practice. As a result, all children do not make good levels of progress.

Nevertheless, the childminder builds positive relationships with children, who arrive at the setting happy and settled. The childminder works in partnerships effectively with parents and external professionals. She gathers key information from parents and uses this information to plan familiar care routines. The childminder shares ideas and home learning packs with parents so that they can support their child's learning at home.

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

- Children's health, safety and welfare are not given high enough priority. The childminder does not provide children with a safe and suitable place to sleep. For example, babies and young children sleep on the sofa, which compromises their health and well-being. The childminder is not aware of the statutory requirements of the early years foundation stage, or the latest government safety guidance on safe sleeping.
- The childminder does not have effective arrangements in place to help identify and act on areas of weak practice. She does not access professional development opportunities to help drive improvements and raise the quality of education and practice to a consistently good level.
- Children are not adequately supervised during their independent play. As a result, they quickly lose interest and focus as they lack stimulation and become fractious with their friends. The childminder is not always aware of these instances and fails to provide children with the support that they need. On occasions, this leads to some children pushing, snatching and throwing toys at

their friends. This has a negative impact on the children's sense of security and emotional well-being.

- The childminder regularly observes and assesses children's learning to monitor their progress. She uses this information to identify any gaps in a child's development and plan their next steps in learning. However, the childminder does not ensure that the activities and educational programmes on offer match the stage of development of all children. As a result, children do not have access to suitable and age-appropriate resources to support their learning and development. This does not motivate children to learn, or help to maintain their focus and attention.
- The childminder does not successfully recognise ways to include all children in adult-led activities. For example, she directs questions, interacts and engages with children who are more confident communicators, particularly during messy play and role-play activities. This means that children who are less confident communicators do not have the same opportunities to develop their knowledge, skills and vocabulary.
- Children enjoy the healthy meals and snacks which the childminder provides for them. They develop good independent self-care skills as they help to prepare snacks and wash crockery at mealtimes. Children spend time playing outdoors in the fresh air. They hunt for bugs and insects, which helps to broaden their understanding of the world around them.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder attends regular child protection training to keep her safeguarding knowledge up to date. She understands the signs and indicators of abuse and knows how to refer concerns about a child to the relevant agencies. However, the childminder does not implement the setting's safeguarding policies and procedures in practice. She does not consistently complete documents to record concerns about children and any action taken. This does not help to protect children's welfare. Furthermore, the procedures in place for identifying and minimising risks and hazards to children are not effective. Children are not provided with adequate levels of supervision while eating and during their play. They do not have safe and suitable places to sleep. This means that children are not kept safe.

## 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:**

	<b>Due date</b>
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implement the setting's child protection policies and procedures in practice to safeguard children	07/09/2022
ensure that accurate and sufficiently detailed records are maintained to ensure the safe and effective management of the setting	07/09/2022
implement effective risk assessments to ensure that all activities and resources which children access are safe and suitable	07/09/2022
ensure that children are adequately supervised while eating and during their play, to ensure the safety and needs of all children are met	07/09/2022
make sure that children have a safe and suitable place to sleep in line with the latest government safety guidance	07/09/2022
implement effective monitoring and professional development plans to help identify and address areas of weakness, to drive improvements, and raise the quality of education and practice to a consistently good level	07/09/2022
implement a suitably challenging and ambitious curriculum that takes account of the individual needs and stage of development of all children	05/10/2022
improve the curriculum for communication and language so that all children make effective progress.	05/10/2022

## Setting details

<b>Unique reference number</b>	EY450761
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10218648
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	23 August 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Boothtown, Halifax. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 2. She provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jennifer Dove

## 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 childminder.
- The childminder completed a learning walk with the inspector to discuss the curriculum and how this is implemented.
- The inspector completed a joint observation of an activity and evaluated the quality of education with the childminder.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector had discussions with children and parents during the inspection, and took account of their views.
- The inspector reviewed relevant documentation and evidence of the suitability of all adults living and/or working at the premises.

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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