

Childminder report

Inspection date: 4 October 2022

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

The provision is inadequate

Children's safety and well-being is compromised. This is because there are significant weaknesses in the leadership and management of the setting. The childminder does not consistently check the practice of her assistants. She does not carry out robust risk assessments of activities. Safety checks of the garden are not carried out effectively. Hazards and risks to children are not identified, and children are not always suitably supervised.

However, children seem settled in the childminder's home. The childminder guides children to choose activities that will help them to achieve their next steps in learning. For example, children use tongs and tweezers to pick up objects and place them in containers. This helps them to develop their small-muscle skills and hand-eye coordination. Children begin to recognise the letters in their name as they match alphabet pegs to their name card. Babies learn to be curious as they use their senses to explore objects inside a treasure basket.

Children benefit from daily opportunities to play in the childminder's large garden. They play on ride-on toys and bounce on the trampoline. Children exercise their bodies as they learn to run, climb and jump. This supports them to develop their strength and balance.

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

- The childminder works with several assistants. She provides induction training and supervision sessions for her assistants. However, she does not check the impact of this. The childminder does not successfully evaluate the practice of her assistants. She does not identify gaps in their skills and knowledge. This does not enable her to provide coaching to ensure that assistants are carrying out their roles to a high standard. As a result, assistants lack a clear understanding of their responsibilities. They do not demonstrate an understanding of how they can keep children safe from hazards and risks.
- During the inspection, a safety check of the garden was carried out before children went to play outside. However, the childminder and her assistants did not notice that a garden gate at the side of the house was not locked. Children were playing out of sight of the childminder and assistants and could have easily left the premises. Furthermore, an unauthorised adult could have entered the garden. The inspector raised this with the childminder, who took instant action to ensure that the gate was securely locked.
- Children are not properly supervised. Assistants are unaware of their responsibilities when supervising children on outings. Additionally, on the day of the inspection, the inspector had to step in to prevent children from being able to put conkers in their mouths. While assistants were present, they were not

adequately supervising children. This practice does not keep children safe.

- The childminder does not carry out robust risk assessments of resources. Children have free access to resources, such as drawing pins and small pebbles. However, these are not always played with in a safe and appropriate way. Children are not carefully supervised while using these items. This impacts on children's safety because they could insert small items into their ears or noses.
- All children, including the youngest, look forward to group time. Children enjoy looking at books and joining in with daily singing sessions. They learn action songs, such as 'Wind the bobbin up'. The childminder repeats new words to children as they play. This supports children to expand their vocabulary.
- The childminder and her assistants show patience and gently support children to make positive choices. They remind children to wait for their turn with toys and resources. The childminder sensitively shows children how to say sorry if they hurt someone. This encourages children to be kind and understanding.
- There is a strong focus on teaching children independence. At mealtimes, children collect their own cups and plates. They serve their own portions of food. Children use porcelain plates and glass cups. They find out about cause and effect as they see what happens if they accidentally drop one of the plates. After eating, children wash their own dishes. This helps them to develop a sense of responsibility.
- The childminder provides parents with information about food portions and potty training. Parents say that they appreciate the updates they receive about their child's day and learning. This helps parents to see how they can further support their children at home.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not ensure that children are safe in the setting. Risk assessments are not robust enough to prevent accident or injury. Safety checks of the premises do not ensure that children cannot leave the setting. Children are not properly supervised. This has a significant impact on the health and welfare of children. Nonetheless, the childminder and her assistants undertake training that supports them to be able to spot signs of abuse and neglect. This includes signs of radicalisation and female genital mutilation. The childminder and her assistants understand what action they must take if they have safeguarding concerns about a child.

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
monitor and evaluate the practice of assistants to ensure that they are able to carry out their roles competently	04/11/2022
ensure that the arrangements for supervision of assistants supports them to improve their practice and promotes the safety and welfare of children	04/11/2022
ensure that assistants receive training that helps them to have a clear understanding of their roles and responsibilities, including how to carry out safety checks of the premises effectively	04/11/2022
ensure that checks of the premises, including the outdoor area, are robust and carried out effectively to ensure the safety of children	14/10/2022
ensure that children are adequately supervised and that assistants understand their responsibilities regarding the supervision of children, to ensure that children are safe and their needs are met	04/11/2022
carry out robust risk assessments of resources, activities, outings and the premises to identify hazards and risks, and consider how these can be removed or minimised to prevent accident or injury.	14/10/2022

Setting details

Unique reference number	EY462767
Local authority	North Yorkshire
Inspection number	10249449
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	0 to 11
Total number of places	9
Number of children on roll	29
Date of previous inspection	24 May 2022

Information about this early years setting

The childminder registered in 2013 and lives in Ripon. She operates all year round, from 7.45am until 6pm, Monday to Friday, except for bank holidays. She works alongside a co-childminder on Monday and Friday, 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

Samantha Lambert

Inspection activities

- The inspector discussed any ongoing impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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