

# Childminder report

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Inspection date:

8 December 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is inadequate

The childminder is operating outside of her childminding registration, as she is working with more assistants at one time than what is allowed for a registered childminder. The childminder does not ensure that her assistants have the required suitability checks in place before they begin caring for children. The childminder leaves assistants who are not considered suitable alone with children. These assistants transport the children in the childminder's vehicle without a suitable person being on board. The unvetted assistants also engage in personal care routines with children. This has a significant impact on the safety of the children in their care. Appropriate risk assessments to the premises are not in place. Parents and other members of the public have no restrictions when accessing the garden outbuilding where the children are. The garden gate is locked with a bolt, meaning any person can unlock it themselves and access the outbuilding. This leaves children at risk.

Children with special educational needs and/or disabilities (SEND) do not receive the help and support they need. Assistants identify when children are in need of additional support. However, they fail to make referrals promptly enough. This has a negative impact on children's progression. They make little or no progression from their starting points. Assistants state that they feel unable to support children with SEND and await help from external agencies. The childminder is aware of the great delay in speech and language for most children in her care. However, no further professional development opportunities are available to help assistants gain the appropriate skills to support children with their speech and language delay.

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

- There has been a vast decline in practice since the last inspection. The childminder now has two new assistants and operates from a new address. The key-person system in place is ineffective, as assistants who are not deemed suitable are caring for groups of key children. Assistants do not have good enough knowledge about how babies learn and develop. Consequently, they struggle to engage and support them in play.
- Babies do benefit from some sensory play. They enjoy taking off their socks and shoes and feeling sand between their toes. However, some assistants are not always skilled at supporting babies in their early communication and language development. They do not help children to build their vocabulary while playing. When babies are thoroughly enjoying their play with small figures, placing them in and out of containers, assistants disrupt their learning by encouraging them to play with other toys. They do not follow the babies' interests and support them in their choice of play.
- Children enjoy daily outings with the childminder and her assistants. They go on

trips to the local supermarkets, toy shops, soft play and parks. They join other children at a local playgroup, which helps them to develop socially. They enjoy the short walk back to the childminder's home. On the way home, the childminder encourages children to talk about what they can see. However, when children point and say what they see, they do not always pronounce words correctly. The childminder does not help the children by modelling the word and saying it back to them, so they are unaware of the correct pronunciation.

- While out on walks, children enjoy using their imagination and talk about their favourite characters from a story. The childminder encourages the children and engages them in meaningful conversations. However, when children comment that the grass and leaves 'feels noisy' due to the frosty weather, the childminder does not extend children's learning and explain why. This means the opportunities to help children learn new vocabulary are not utilised.
- The assistants do not have a clear aim about what they want children to learn through activities set out. They are not aware of the children's current abilities and therefore ask questions that are too complex for the less-able children to understand. Therefore, only children who understand stay in the activity; others leave, showing no interest.
- Children's independence is not well supported. The assistants hand out plates at dinner time and take out children's lunch from their lunch bags for them. This takes a long time, and children begin to bang plates up and down on the table out of boredom. When the assistants finish handing out the lunch, they pour drinks into cups for the children. As it takes some time for the assistants to hand out the lunch, some children finish their meal without a drink.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder has failed to ensure that she operates within the requirements for registration as a childminder. In addition, she has not ensured that the assistants working with children in her care have had the required checks ensuring their suitability. The childminder leaves the children with unvetted adults, which does not safeguard children. The childminder's knowledge and understanding of safeguarding is not robust. She does not implement safeguarding procedures effectively to ensure children are protected from the inappropriate use of mobile phones and social media. However, the assistants are aware of the different signs and symptoms of abuse, including radicalisation and female genital mutilation. They know how to report concerns that may arise about other adults' conduct with children. The premises is not safe and secure. There is no restricted access to the outbuilding where children are being cared for. This leaves children at risk of harm.

## 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:**

	<b>Due date</b>
ensure that suitability checks are completed on assistants before leaving them alone with children	04/01/2023
ensure that the premises is safe and secure and that unknown persons are unable to gain access	04/01/2023
make referrals to external agencies or professionals in a timely way so that children receive any additional support they need to enable them to make progress from their starting points	04/01/2023
provide assistants with professional development opportunities to ensure they have the skills and knowledge they need to offer quality learning and development experiences for children	04/01/2023
improve safeguarding procedures to ensure children are protected, with specific regard to the safe use of mobile phones and social media.	04/01/2023

## Setting details

<b>Unique reference number</b>	EY476815
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10265161
<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>	18
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	25 May 2017

## Information about this early years setting

The childminder registered in 2014. She works with two assistants. The childminder operates all year round, from 8am to 5pm, Monday to Thursday, and from 8am to 4pm on Fridays, except bank holidays and family holidays. The childminder and one of her assistants hold a childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Salma Yates

## 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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out joint observations of group activities with the childminder's assistant.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.

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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