

# Childminder report

---

Inspection date:

19 December 2022

---

## **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

Good

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

### **The provision is inadequate**

Children are not safe in the childminder's care. They are exposed to risks in the home and garden, which compromise their safety and welfare. They have access to hazardous materials, and some areas are not secure.

Children appear happy and settled. They have formed appropriate bonds with the childminder and each other. Children demonstrate suitable manners. They take turns and share resources. However, at times, they run around the house and in and out of rooms.

Children join in activities to help develop some early writing skills. They make marks using pens, crayons and paint. Children practise some communication and language skills and enjoy singing songs and rhymes. Some activities and routines help children to learn about how to lead healthy lifestyles. For example, they enjoy fresh air and exercise and eat nutritious snacks. Children develop sound physical skills. They use wands to blow bubbles and ride on wheeled toys. Children have opportunities to look at books and listen to stories. However, overall, the childminder's teaching is not good enough. Children do not benefit from strong teaching to help them make sufficient progress in their learning.

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

- The childminder has a weak knowledge and understanding of risk assessment. She fails to identify basic risks to children's safety. Despite receiving recent guidance from the local authority about improving risk assessment, her practice has not improved.
- The childminder's poor understanding of risk assessment means that she fails to minimise or remove risks to children's safety. Children are at risk of choking, as they eat whole, large grapes. The rear garden where children play is not secure, as a propped-up fence panel is not large enough to cover a gap. There are numerous wires and electrical leads within children's reach. Sharp knives are easily accessible in low drawers or in rooms where children play. Hazardous cleaning materials are stored in low cupboards, which children can access.
- The childminder has a basic understanding about what children need to learn. She knows children well. However, she has not placed enough focus on her professional development. She has not taken sufficient action to continually develop her knowledge and understanding about how children learn. As a result, the quality of her overall teaching is not good enough, and children do not make the progress of which they are capable.
- The childminder does not demonstrate effective teaching strategies to promote children's early reading and writing skills. During an activity to help children learn about letters and phonics, she uses a mix of letter sounds and letter

names. She introduces children to capital letters and lowercase letters at the same time. As a result, children become confused and do not learn what they need to.

- Although children generally behave well and demonstrate kindness to each other, the childminder does not support them to learn what behaviour is expected of them in her home. For example, she explains that one of the simple rules is for children to walk indoors. However, during the inspection, children ran across rooms and in and out of rooms without any guidance or explanation from the childminder about why this is not acceptable.
- The childminder shares some suitable information with parents. For example, she shares achievements, photos and general information through an online application and talks to parents daily. However, she does not gather sufficient information from parents or from staff at other settings children attend to help build on learning that takes place elsewhere.
- The childminder supports children to learn about difference and diversity. She shares books and stories and talks to children about different religions and ways of life. This helps children to develop tolerance and understanding of others.
- Children receive appropriate support to develop independence. They are learning to manage their own personal hygiene, such as washing their hands. Children go to the toilet and access toys and resources independently.

## Safeguarding

The arrangements for safeguarding are not effective.

Risk assessment is weak. The childminder is not able to identify all risks or take reasonable steps to keep children safe. However, the childminder has some understanding of other aspects of safeguarding. She updates her child protection knowledge through ongoing training. The childminder can identify different types and signs of abuse that children could be at risk of. She knows the procedures to follow if she has any concerns about a child's welfare or about the behaviour of adults in the setting.

## 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
improve knowledge and understanding of risk assessment to identify all risks to children's health and safety	09/01/2023
take all reasonable steps to minimise or remove risks in all areas children access, to keep children safe	09/01/2023

focus professional development on raising the quality of teaching to at least a good level	06/02/2023
provide consistent support to help children learn what behaviours are expected of them.	06/02/2023

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

- use learning and development information from parents and other settings children attend to help build on learning that takes place elsewhere.

## Setting details

<b>Unique reference number</b>	EY468491
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10267563
<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>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	11 January 2018

## Information about this early years setting

The childminder registered in 2013. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

## Information about this inspection

### Inspector

Trisha Turney

### 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 spoke to the inspector about their intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to the childminder and children throughout the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022