

# Childminder report

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Inspection date:

14 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

Met

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

### The provision is inadequate

The childminder does not have a secure understanding of safeguarding procedures in order to keep the children in her care safe.

The childminder does not follow children's interests to help promote their learning. Children ask for toys and resources, but this has varied success. For example, when children ask to play with the Christmas toys, the childminder is not sure what the request is. Instead, the whole group of children are given Christmas colouring-in sheets to complete. During a long group time, younger children attempt to get up and play. However, they are discouraged and asked to sit back down. The childminder does not listen to children's requests and children are not able to make choices in their play.

The childminder does not know the children she cares for well and what they need to learn next. Children are compliant and show little joy and excitement in the activities that they carry out. The day is poorly organised, meaning that children spend long periods of time waiting and not learning. The environment is bare and children can not reach or get toys and resources of their choice.

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

- The childminder is slow to recognise vulnerable children and her role in supporting their needs. Targeted support has not been put in place to help those who are already identified with speech and language delays. The childminder does not understand how to promote communication and language for all children in her care. Children are not encouraged or supported to share their experiences and interests with each other. That said, the assistant shows more understanding in supporting communication and language. The assistant has some lovely conversations with the children, and is careful to consider who she is talking to and how much language she needs to use.
- The relationship between the childminder and assistant is strong, and they regularly communicate with each other throughout the day. However, at times they do not organise themselves well enough to meet the needs of the children. This means that there are many times where children are left waiting for long periods of time with nothing to do.
- The childminder is not making the children's learning and experiences broad enough. In addition, her understanding of child development is weak. She fails to assess the children to understand their interests, and what they currently know and can do. This means that she cannot teach or support them to make progress, as she is unaware of what their next steps for learning should be. The result of this is that children are given next steps that do not reflect their individual needs.

- Children do not have daily access to outdoors to support their general well-being, health and physical development. Although children attempt to use bigger movements as they play hide and seek inside, the environment is not suitable for this activity and adults quickly stop them.
- The childminder does not seek professional development opportunities to strengthen her knowledge. That said, she has identified that she would like to give children more experiences, such as the chance to explore through messy play. The childminder also recognises that the outdoor environment needs developing in order to support children's learning.
- The childminder does not show a clear understanding of the steps she needs to follow to keep children in her care safe. Her reliance on being familiar with people means that she does not follow safer recruitment, or make herself open to the possibility of safeguarding concerns with parents and carers.
- The childminder does not currently offer supervisions to her assistant. This means that there is a lack of opportunity to support the assistant to develop the quality of her practice.
- The childminder seeks the views of parents through written questionnaires. Comments are positive and parents say they are happy with the care their children receive.

## Safeguarding

The arrangements for safeguarding are not effective.

The childminder demonstrates a lack of professional curiosity when it comes to safeguarding concerns and procedures. She does not show a clear understanding of the steps she needs to follow to keep the children in her care safe. The childminder does not understand the importance of following safer recruitment procedures if she employs someone she is familiar with. Furthermore, she does not consider the possibility of safeguarding concerns with parents and carers who she is familiar with. That said, the assistant is aware of some signs that may indicate a child is being abused and knows the procedure to follow if she has concerns about an adult working with the children.

## 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
implement robust procedures for safer recruitment to ensure assistants have had relevant checks to confirm they are suitable to work with children	27/01/2023

obtain a robust understanding of safeguarding and the procedures to follow in the event of a concern	27/01/2023
improve arrangements for the supervision and monitoring of assistants, to identify and tackle weaknesses in teaching and practice and help them to fully understand their roles and responsibilities	31/03/2023
implement effective and accurate observation and assessment and use the information gained from these to plan children's next steps for learning to ensure that they reach their expected level of development	31/03/2023
plan enjoyable and exciting experiences for children, which support the development of communication and language	31/03/2023
provide a range of developmentally appropriate resources across all areas of learning, and ensure that children can make choices in their play	31/03/2023
ensure that children have access to outdoors on a daily basis in order to fully promote their development and physical well-being	31/03/2023
ensure that children with an identified special education need and/or disability receive the targeted support required in order for them to make progress in their learning	31/03/2023
access training and professional development opportunities, to ensure that children receive quality learning and appropriate development experiences that continually improve.	31/03/2023

## Setting details

<b>Unique reference number</b>	EY416315
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10235462
<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 3
<b>Total number of places</b>	14
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	8 February 2017

## Information about this early years setting

The childminder registered in 2010 and lives in Dudley. She operates all year around. Sessions are available Monday to Thursday, from 7.30am to 5.30pm and Friday 7.30am to 4.30pm. The childminder works with one assistant. The childminder holds an appropriate early years qualification at level 3 and her assistant holds an appropriate early years qualification at level 2. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emily Garner

## 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 showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided indoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, the assistant and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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