

Childminder report

Inspection date:

6 January 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not given high enough priority. The childminder fails to recognise and respond to risk and hazards on the premises. This leads to children slipping and falling over toys and play equipment that are left on the floor. The childminder has not considered the individual needs of all children when risk assessing the safety and suitability of her premises. For example, she does not ensure that younger children have enough floor space to move around safely. She places play equipment near furniture that she has already recognised as being hazardous. Children's health, safety and welfare are compromised.

Although the childminder has warm and close relationships with children, she does not provide them with clear and consistent boundaries and expectations of their behaviour. For example, she does not explain to children the reasons why they are being asked to do something. She does not talk to children about their feelings and emotions when they express that they are frustrated. This does not help children to learn how to manage their feelings and behaviour.

Children do not receive an acceptable quality of education. This is because the childminder continues to have a weak knowledge and understanding of how children learn. She does not provide children with broad learning experiences that match their individual needs and stage of development. Children become bored easily and throw toys around the room due to the lack of challenge and stimulation. Children do not make the progress of which they are capable.

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

- The childminder has failed to take appropriate steps to address previous weaknesses found in her practice during the last inspection. She does not access professional development opportunities to help to drive improvements. Consequently, the childminder has not improved her knowledge of how to plan an effective curriculum. Overall, children have narrow experiences.
- Although the childminder monitors and tracks children's progress, she does not always recognise gaps that begin to emerge in their development. For example, she has failed to recognise delays in children's physical development until they have been pointed out to her by an external professional. As a result, children do not promptly receive the targeted support that they need in their learning.
- The childminder does not have an effective two-way flow of communication with all parents. She does not swiftly share information with parents about their child's progress, particularly when delays in their development emerge. Furthermore, she does not promptly link parents to external professionals, so that they receive the individual support that they need from the earliest point.
- The childminder does not consistently interact with younger children during their

play. For example, she does not engage or talk to younger children while they role play with kitchen equipment and toys. This does not help to build on children's curiosity, imaginations and emerging communication and language skills.

- Children develop a love of reading. They snuggle up to the childminder and listen intently as she reads their favourite stories. Children enjoy looking at pictures and point to different characters. The childminder creates excitement and anticipation as she reads to children. This helps to maintain children's focus and attention as she reads.
- Children begin to develop their understanding of number values. The childminder encourages them to group different farm animals. She prompts them to join in with counting the total number in each group. The childminder teaches children that the total number changes when you add one more to the group. This helps to develop children's mathematical knowledge and skills.
- Children enjoy walks in the local area. They visit parks and playing fields to exercise and play ball games. Children learn how to keep themselves healthy and wash their hands before eating nutritious meals. However, the childminder does not always foster children's independence. For example, she does not provide them with opportunities to dress and undress independently from an early stage. This does not help to prepare children well for their future learning.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder completes regular child protection training to keep her safeguarding knowledge up to date. She has a clear knowledge of how to identify and respond to concerns about a child's welfare. The childminder knows how to respond in the event that an allegation is made against her or a member of the household. However, the childminder does not consider the individual needs of children when risk assessing the safety and suitability of her premises. As a result, she fails to recognise potential hazards, which leads to children having preventable accidents. This does not help to ensure that children's health, safety and welfare are maintained.

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
take in to account the individual needs of children when risk assessing the safety and suitability of the premises	04/02/2023

develop practice to ensure that children are provided with clear and consistent boundaries and expectations of their behaviour	04/02/2023
improve knowledge of the areas of learning and how young children learn	06/03/2023
plan and deliver an effective curriculum that provides children with a broad range of experiences that match their individual needs and stage of development	06/03/2023
access professional development opportunities that help to drive improvements, and raise the quality of education and practice to a consistently good level	06/03/2023
use what is known about children from assessments to help to identify and address gaps that begin to emerge in their development, to ensure that children receive the targeted support that they need in their learning	06/03/2023
ensure that children's progress is promptly shared with all parents and link them to external professionals, so that children receive the individual support that they need from the earliest point	06/03/2023
develop the use of language during children's play to help to develop their emerging vocabulary and communication skills.	06/03/2023

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

- provide children with opportunities to develop their independence from the earliest point to help to prepare them for their future learning.

Setting details

Unique reference number	302673
Local authority	Barnsley
Inspection number	10226718
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	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	21 January 2022

Information about this early years setting

The childminder registered in 1989 and lives in Barnsley. She operates all year round from 6.30am to 6.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider 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 talked to children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder, who evaluated her practice.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living and/or working on 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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