

Childminder report

Inspection date: 9 May 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

Due to weaknesses in the childminder's knowledge of safeguarding, children are not always protected. Nevertheless, children are settled and confident in the childminder's care. They frequently visit soft-play areas and playgroups where they meet other children. This gives children the opportunity to build friendships in a larger social group. They take part in musical activities, which help them to develop communication and language skills. In the main, children behave well. They have secure relationships with the childminder and each other. They are learning to play cooperatively and share. Any unwanted behaviour, such as disputes over toys, is dealt with quickly. The childminder helps children to understand why some behaviour is not acceptable. As a result, they are beginning to manage their own behaviour.

Children enjoy free access to a suitable range of age-appropriate resources. This means they make choices about their play and play independently. They develop their physical skills using ride-on toys in the garden. They visit the local park where they learn to risk assess for themselves while using large play equipment. However, children are not making good progress in all areas of learning. The childminder does not know enough about the children's stages of development or the progress they should be making. As a result, she does not identify all areas where children are falling behind. The childminder does not plan a curriculum that considers what children already know, their interests or what they need to learn next. Consequently, children are not engaged well or motivated to learn.

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

- The childminder has improved her knowledge of how to support children's communication and language development. She models language and encourages children to repeat familiar words and phrases. During their play, the childminder introduces children to new words, such as 'kangaroo' and 'zebra'. The childminder discusses gaps in children's language skills with parents so that they can help their children at home. She encourages parents to seek support from other professionals if children do not make expected progress in this aspect of their learning.
- The childminder has access to training through a professional childcare organisation and the local authority. However, she has not accessed any other professional development since the last inspection to improve her practice. She has a poor understanding of other areas of learning and of how children learn. The childminder does not accurately assess children's progress and does not identify emerging gaps in other aspects of their learning. As a result, children are not making good progress or attaining all the skills they need for school. In addition, the childminder has not maintained a secure knowledge of

safeguarding.

- Although the childminder knows children's interests, she does not use these consistently to plan activities. Often, if an activity does capture a child's imagination, the childminder moves them on quickly to something else. She does not consider how she might use their interests to enhance their learning. For example, children are interested in insects. They are fascinated to find woodlice and ants under plant pots in the garden. Instead of giving children time to investigate or explore what they already know about these bugs from previous activities, she moves them away to play with a ball. Consequently, children do not engage and soon become bored and restless.
- Children are confident around visitors. They are keen to show how they pull cords and press buttons to make their mechanical and electronic toys work. Children use paint and stamps to make patterns and mix colours. This helps them to develop some of the skills they need for early writing. Children spend time in the community and the childminder takes them to places of interest, such as the local museum. As a result, they are gaining some understanding of the world around them.
- The childminder promotes good hygiene with children. They are beginning to understand why daily routines, such as washing their hands are important. The childminder ensures children play out in the fresh air. She provides them with healthy snacks and plenty of fresh water to drink. The childminder works with parents to ensure children can use the toilet and dress themselves independently. Parents are positive about the care their children receive. They say children are excited to come and see their friends in the setting. They appreciate that their children enjoy craft activities and lots of outdoor play. The childminder is loving towards children and they go to her for reassurance.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder knows some of the signs and symptoms that indicate a child might be at risk from harm. She knows the procedures to follow if she has concerns about a child or an adult. However, her knowledge is not secure to keep children safe. She does not demonstrate a good understanding of child protection issues, such as children who might be at risk from grooming, or exploitation. She does not demonstrate a good understanding about risks from popular social media sites that children might access. Nevertheless, the childminder teaches children some aspects of how to keep themselves safe. For example, they learn how to cross the road safely using pedestrian crossings.

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 her understanding of child protection so that she has a better knowledge of the possible risks to children and the signs that indicate a child might be at risk from harm or abuse	04/06/2023
access suitable professional development to improve her knowledge of children's development to enable her to identify all emerging gaps in children's learning and plan a curriculum that helps them to make good progress in all areas of learning	06/07/2023
use the information she has gathered about children's interests and next steps to plan a broad range of activities that capture children's interests, challenge them, motivate them to learn and help them achieve their next steps in learning.	06/07/2023

Setting details

Unique reference number	313360
Local authority	Kingston Upon Hull City Council
Inspection number	10244588
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	2 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	17 May 2022

Information about this early years setting

The childminder registered in 1996 and lives in Hull. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organised different aspects of learning.
- Children spoke to the inspector about the toys they like to play with when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed teaching by the childminder. She talked to the childminder about how she evaluates the provision.
- The inspector carried out a joint evaluation of an activity with the childminder.

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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