

Childminder report

Inspection date:

27 July 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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The childminder has a lack of knowledge and understanding of the procedures that help to protect children. This undermines the well-being and safety of children in her care and her ability to deliver the best possible outcomes for children. However, she creates a home-from-home environment and wants children to be happy.

Children behave well. However, the childminder has a poor understanding of how to support children in their learning. The childminder does not collect any information about what children can and cannot do before they start. This means that her knowledge of what she wants children to learn is very limited. She does not plan an ambitious curriculum for the children in her care. This significantly hinders the progress children make. Despite these weaknesses, children demonstrate that they are happy and feel safe.

Although the activities provided are well-intended learning opportunities, the childminder is unable to provide children with the support they need. For example, children are given pots and spoons to make a noise as the childminder used to do this as a child. This does not help children to develop a positive attitude to their learning. The childminder meets children's emotional needs. For example, she gives them cuddles and provides reassurance when they are unsettled.

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

- The childminder's poor understanding about current child protection legislation compromises children's safety.
- Children do not receive good quality learning experiences. The childminder does not observe or assess what children know or can do. She does not have a secure enough understanding of how to plan and implement a suitably challenging curriculum.
- The childminder narrates what children are doing. This helps them to develop their early language skills. However, children do not access a curriculum that is appropriate for their learning needs. The childminder does not provide challenge in children's learning. The activities which she provides are not appropriate for the age of the children. For example, babies are expected to roll a dice and collect the number of bears identified using tweezers.
- The childminder cares for children's personal care needs. However, she does not support children to learn good hygiene practices. For example, she does not wash her hands after wiping children's noses or before preparing their meals. This means that she does not take the necessary steps to prevent the spread of infection.
- Although the childminder has attended some further training, she has not

identified opportunities to improve her knowledge to enhance her day-to-day practice. The childminder does not routinely identify priorities or plan for her future development. This compromises children's learning and development.

- Children benefit from fresh air and exercise. The childminder takes children on outings to the park and the soft-play area. She meets with other childminders, so that children can develop their social skills in groups. This helps children to develop confidence and emotional well-being.
- The childminder understands the requirement to complete a progress check for children between the ages of two and three years. However, the childminder does not gather information from parents about children's prior knowledge to help her plan for their learning from the start. Furthermore, she does not share children's progress with parents, so that they can continue their child's learning at home.
- Parents' letters speak fondly of the childminder and they like the 'home-from-home' approach. They report their children are happy and enjoy their time with the childminder. Parents say the childminder is wonderful and their children love her.

Safeguarding

The arrangements for safeguarding are not effective.

Since the last inspection, the childminder has undertaken safeguarding training. She can now identify the names of abuse, and how to report a concern about a child. She also has a sufficient understanding of what to do in the event of an allegation of harm being made against herself or a household member. However, the childminder has a poor knowledge of current child protection legislation. For example, she cannot identify the signs that children may be subjected to radicalisation or extremism or when children are being groomed. The childminder carries out risk assessments to ensure that her home is safe.

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 |
|---|------------|
| develop an understanding of the 'Prevent duty guidance for England and Wales' | 28/08/2023 |
| identify clearly what children need to learn, using this information to plan and deliver an effective curriculum that builds consistently and securely on what children already know and can do | 26/10/2023 |

| | |
|--|------------|
| ensure that the curriculum and the activities provided are challenging, purposeful and enhance children's learning | 26/10/2023 |
| implement good hygiene procedures to prevent the spread of infection | 28/08/2023 |
| undertake appropriate professional development to ensure that priorities for development are identified and the quality of the provision improves. | 26/10/2023 |

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

- gather more information from parents about children's current capabilities when they first start and use this information to further support children's learning and development from the very beginning
- strengthen partnerships with parents to share information with them about children's progress and support them to continue and extend children's learning at home.

Setting details

| | |
|--|---|
| Unique reference number | EY550477 |
| Local authority | Barnsley |
| Inspection number | 10303311 |
| 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 | 8 |
| Date of previous inspection | 3 February 2023 |

Information about this early years setting

The childminder registered in 2017 and lives in Shafton, Barnsley. She operates all year round, from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Ruth Moore

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector held several discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023