

Childminder report

Inspection date:

7 February 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's care and learning needs are not fully met. The childminder has clear intentions about what she wants the children to learn. However, these do not always follow through into the activities she does with the children. Although children have been with her for a short period, she does not respond in a timely manner to meet all of their needs. She does not seek further help for children who may need additional support. This impacts on children's ability to reach their full potential.

Children are happy and settled in a warm and secure environment. They access the toys that interest them and follow the childminder as she leads craft activities. The childminder responds affectionately to children when they need reassurance. She offers cuddles and talks to them in a caring manner.

Children display generally good behaviour in the childminder's care. The childminder encourages them to use good manners and they say 'please' and 'thank you'. However, she does not explain to children why they must not do something. She does not explain why they must sit still when eating or why they should share the toys with their friends.

Due to the COVID-19 pandemic, the childminder does not have parents routinely entering the premises. She relays information online and discusses the children's day on collection.

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

- The childminder does not seek advice and support quickly, when concerned about children's development. This means that children's learning and development needs are not acted on to ensure the appropriate support is in place. This impacts children's learning potential.
- Despite undertaking safeguarding training, the childminder has not developed an adequate understanding of safeguarding issues such as the 'Prevent' duty. She lacks understanding of how to identify if someone is at risk of radicalisation. Consequently, this compromises children's welfare.
- The childminder aims to promote children's communication and language development by extending the range of vocabulary she uses. Storybooks are used to engage children as they recap and repeat words. However, the childminder does not use the correct words or pronunciation when repeating them back to children. For example, she mirrors a child saying 'happle' rather than 'apple'. This weakness in promoting children's language development impacts on their growing communication skills.
- The childminder does not record children's attendance accurately. She does not

record children's hours of attendance. This means that she would not be able to confirm who is on the premises in the event of an emergency. This compromises children's safety and well-being.

- The childminder is unable to show that parents are notified when children sustain injuries. This failure to maintain required documentation is a breach of the requirements and impacts on children's safety.
- The childminder assesses risks on her premises visually and maintains a record showing risks inside and outside. However, she does not always minimise all risks. For example, she does not act immediately when broken toys are identified.
- Children do not consistently learn enough from their actions and experiences to develop their understanding further. The childminder does not consistently hold good-enough discussions with them about why they are being asked to stop some unwanted behaviours.
- The childminder has a basic understanding of the areas of learning. However, further understanding would enable her to support children better to ensure they follow a full and varied curriculum.
- Healthy lifestyles are largely promoted. Children benefit from healthy food and opportunities for physical exercise. However, the childminder does not ensure that all children understand and consistently follow good hygiene routines, such as washing their hands before snack time.
- The childminder promotes children's mathematical development during daily routine events. For example, she encourages children to think about how one apple can be shared between the children. They count the children and then count the pieces of apple.
- Parents speak positively about the care given to their children. They feel that they know about their children's time at the childminder's house. Parents feel that the childminder is approachable and supportive. This gives them confidence about their children's care.

Safeguarding

The arrangements for safeguarding are not effective.

Although the childminder knows how to identify the signs of abuse and neglect, she is not aware of the wider aspects of safeguarding. She does not know how to recognise that individuals are being exposed to extremism. In addition, the childminder's failure to maintain accurate records means that children's safety is compromised. The childminder's premises are secure and generally safe. However, as she carries out visual risk assessments, she does not identify all potential hazards to ensure children are in a safe environment.

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
ensure that a daily record of children's attendance is maintained	22/02/2022
ensure that parents and carers are notified of all accidents or injuries sustained by children	22/02/2022
increase knowledge of the 'Prevent' duty	22/02/2022
ensure that timely interventions are made to secure additional support and guidance for children with any additional needs	22/02/2022
pronounce and name objects correctly to support children's developing language skills.	22/02/2022

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

- strengthen risk assessments to ensure that broken toys are dealt with appropriately
- extend children's understanding of their behaviour and the possible consequences of their actions
- build on knowledge of the areas of learning to ensure that learning intentions are appropriately implemented, to enable children to make consistently good progress
- reinforce children's growing awareness of the purpose of good hygiene practices, in particular routine handwashing.

Setting details

Unique reference number	2601992
Local authority	Wakefield
Inspection number	10215964
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides early education places for two- and three-year-old children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a tour of the premises together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents on request.

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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