

Childminder report

Inspection date: 1 July 2024

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicableNot applicable

What is it like to attend this early years setting?

The provision is inadequate

The childminder has failed to ensure that her assistants hold a current paediatric first-aid certificate when children are left solely in their care. She has not ensured that her assistants have completed safeguarding children training and as a result, they have a poor understanding of their roles and responsibilities to keep children safe. The childminder does not have up to date records of the times children attend her childcare provision. This compromises children's safety.

There is not a consistent approach to managing children's behaviour and feelings. For example, when children show frustration or impatience, the childminder and her assistants do not model appropriate behaviours and responses. They do not fully support children to manage their emerging feelings effectively. This means that children do not learn how to regulate their own behaviour appropriately.

The quality of teaching is poor. Although the childminder knows some of the children's next steps in learning, she does not build on what children know and can do. She has failed to ensure that assistants working with children have the skills and knowledge to understand children's needs and interests. For example, the childminder and her assistants ask children to complete a task which is too challenging for their age and stage of development, while at other times, they do not acknowledge and dismiss children's achievements. This means that although children make some progress, they are not fully supported to make better progress.

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

- The childminder has left children in the sole care of her assistants and has failed to ensure that she holds a current first-aid certificate. This compromises children's health and safety.
- The childminder has failed to ensure that her assistants understand the signs and symptoms that may indicate a child could be at risk of harm. Their overall safeguarding knowledge is poor. There is no record of the hours children attend the childminder's setting. This does not ensure children's safety.
- There are inconsistencies in the arrangements to promote children's behaviour. Although the childminder forms positive relationships with children, she does not always give them clear guidance on the importance of following certain rules and instructions. In addition, the childminder does not fully support children to resolve conflict with their peers. This means that children do not consistently learn the importance as to why certain rules are in place and how to resolve disagreements. This has a negative impact on their developing social skills.
- Children lead their own play and are confident to access the resources available to them. However, the childminder does not plan her interactions to build on

their existing learning. For example, children successfully thread laces through a small hole, but then the childminder asks them to tie the laces into a bow, which is not appropriate for the age and level of understanding of the children taking part. The childminder and her assistants have limited interaction with the children. This results in children not engaging and presenting as bored. This limits the progress that children make in their learning and development.

- The childminder does not prioritise children's language and communication skills effectively. This is evident when she attempts to read stories with children and does not engage them in the story or ask meaningful questions. Children do not always benefit from opportunities to join in conversations or learn new vocabulary. This limits children's progress in their developing speech and language skills.
- The childminder teaches children to keep themselves safe. When walking to the school, she encourages children to recall what they must do as they approach and how to cross the roads safely. This helps children to keep themselves safe when crossing roads.
- The childminder understands her roles and responsibilities to support children with special educational needs and/or disabilities. She works with parents and external agencies, such as the local authority team, to make appropriate referrals to obtain extra support when needed. This supports children to access the early intervention they need.
- The childminder keeps parents updated daily regarding their child's routines, such as what they have eaten, the activities they have taken part in and any naps they have had. Parents comment on the good settling in procedures to enable children to settle quickly.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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 assistants who are left with children hold a current first-aid certificate	24/07/2024

make sure that all assistants understand their roles and responsibilities to keep children safe, including the signs and symptoms that may indicate a child could be at risk of harm	15/07/2024
record the times that children attend the childcare provision	15/07/2024
ensure that expectations of children's behaviour are consistent so that children understand what is expected of them	15/07/2024
develop teaching skills and knowledge to consistently use skilful questioning techniques and provide learning opportunities based on the abilities of what children know and can do	24/07/2024
improve understanding of children's needs and interests to build on what they know and can do through quality interactions and help children to make good progress	24/07/2024
extend children's language and vocabulary skills through meaningful conversations, storytelling, songs and rhymes.	24/07/2024

Setting details

Unique reference number	2761006
Local authority	Doncaster
Inspection number	10352459
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	17
Date of previous inspection	Not applicableNot applicable

Information about this early years setting

The childminder registered in 2023 and lives in Askern, Doncaster. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works alongside two assistants.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first 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 childminder.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact on children's learning.
- Parents shared their views of the childminder's setting with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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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