

Childminder report

Inspection date: 24 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

The childminder has failed to ensure that the areas of her premises where children play are safe. Children have easy access to a wide range of cleaning products, which are hazardous to their health and safety. The childminder's hygiene practices are poor. For example, she does not always wash her hands and clean the changing mat between use. Babies are left unsupervised while eating. Older children wander around eating unsupervised. The childminder does not obtain the required personal information from some parents when children are left in her care. This compromises children's health and safety.

Not all children are given the same opportunities for their learning. For example, when older children no longer want to listen to a story, the childminder puts this away and does not consider the interests or needs of younger children waiting to hear the story. As a result, children do not make the progress of which they are capable.

Children enjoy playing outdoors. They take turns climbing into a ride-on car and work together to move the see-saw. Children make marks using chalks on the easel. They develop their physical skills as they use a grabbing tool to collect pieces of chalk and sand as they move it around the garden. However, there is a limited amount of sand for children to play with, which reduces what they can pour, fill or create.

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

- Children have access to all of the kitchen cupboards as no preventative measures, such as cupboard locks, have been put in place. They have unsupervised access to cleaning liquids and cleaning tablets in the kitchen and toilet. This compromises children's safety. The childminder removed these items when the risk to children was highlighted during the inspection.
- The childminder carries out children's personal care routines, such as nappy changing, in the kitchen, close to food preparation areas. She does not consistently carry out good hygiene practices when changing children's nappies. This compromises children's health and safety.
- Children, including babies, are left unsupervised when eating. Children do not sit down when eating, but walk around or eat while they are playing. The childminder does not cut food into safe, bite-sized pieces to prevent children from choking. This compromises children's health and safety.
- The childminder does not have the skills or knowledge of how to implement a balanced curriculum for all ages of children. For example, when using building bricks, children repeatedly build towers and become upset when they fall. The lack of interaction means they are not encouraged to keep trying and to

understand that the towers will eventually fall. While older children play with the bricks, babies sit in high chairs, with little interaction or resources. As a result, children do not make good progress in their learning and development.

- Children enjoy taking part in nursery rhymes. Younger children repeat familiar phrases as they sing 'Old MacDonald Had a Farm'. However, the childminder does not further children's language development because she does not sing the whole song. She does not provide children with a language-rich environment. Children are not given the opportunity to hear lots of words and clarify their understanding of words. This reduces the progress which children are capable of in their speech and language development.
- The childminder introduces mathematics into the children's play. For example, she counts how many bricks the children have added to their tower. The childminder uses mathematical language, such as 'tall', 'short', 'full' and 'empty'. Children use tape measures to look at how tall they are. They learn to understand about measures and use mathematical language.
- Children and their families are supported well to settle into the childminder's care. They have settling-in visits, where the childminder takes the time to get to know children and how best to support them. This helps children to settle quickly.
- Parents comment that they are kept up to date with their children's routine via a private social media account. The childminder shares a record of children's progress with parents every term. She shares ideas with parents of ways to continue their children's learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder understands the signs and symptoms that may indicate a child could be at risk of harm. She knows who to contact if she has a child protection concern. However, the childminder has not considered how to keep children safe in her home. For example, children have easy access to cleaning liquids in the kitchen cupboards which do not have safety locks on. Children are not supervised as they walk around eating or are left eating in high chairs in the kitchen. Hygiene practices are poor when changing children's nappies. As a result, children's health and safety are compromised.

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
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ensure that all cleaning products which are hazardous to children's health and safety are stored safely away where children cannot access them	31/01/2023
make sure that the kitchen cupboards, which contain items that are not suitable for children to play with, are securely locked or the items removed	07/02/2023
implement a hygienic nappy changing routine to prevent cross-contamination of germs and away from food preparation areas	07/02/2023
ensure children are supervised while eating and make sure they sit down to eat, to prevent the risk of choking	07/02/2023
improve skills and knowledge to ensure that children receive the good quality of education they need to make progress in their learning and development, particularly regarding their communication and language	31/03/2023
give all children the same opportunities for learning, to enable them to make good progress in their learning and development.	07/02/2023

Setting details

Unique reference number	317973
Local authority	Doncaster
Inspection number	10226827
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	31 January 2022

Information about this early years setting

The childminder registered in 1999 and lives in Doncaster. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. The childminder provider funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

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 provider.
- 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 on the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including evidence of 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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