

Childminder report

Inspection date:

31 March 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder's procedures to safeguard children include out-of-date and incorrect information. They are also not in line with current legislation and guidance from local safeguarding partners. Her knowledge of how to identify children at risk from harm, and how to respond, is weak. This means that children's safety and well-being are not assured.

The childminder's expectations are not high enough for some children. Although she identifies when children need extra support with their learning, she does not always acknowledge their strengths and abilities. Some children are not supported well enough to learn more. That said, children play happily and are at ease in the childminder's care. They are keen to join in with some of the activities. For example, they explore a range of textures such as jelly and spaghetti. Babies learn to walk by cruising around low-level furniture. Older children develop their imaginations, making beds for dolls from bowls and blankets. Some children show a great interest in particular books, turning the pages and studying the pictures. However, their concentration is interrupted when the childminder plays loud music and presents them with new activities and resources. The childminder, later, encourages them to paint characters from the book.

Children are given clear messages about how they are expected to behave and they learn right from wrong. However, the childminder does not always ensure that her own use of language teaches children about respect and good manners.

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

- The childminder reviews her practice and asks for feedback from parents. However, she has failed to identify weaknesses in her safeguarding practice. She has not attended a relevant training course, as advised by the local authority, nor taken steps to ensure that her knowledge is up to date.
- The childminder assesses children's learning regularly. However, she does not use her findings effectively to build on what children already know and can do. She does not provide enough challenge for children to help them to make the progress that they are capable of.
- The childminder does not take full account of children's interests when planning for their learning. She encourages them to move on to new tasks, despite them being engrossed in their play at the time. Children's play and concentration are frequently interrupted by the childminder.
- Children persevere during play and they grow in confidence. However, the childminder is too quick to help them with tasks and some self-care skills that they could learn and manage by themselves. This limits children's opportunities for developing their independence.

- The childminder makes good use of the limited indoor space she has available. She provides an appropriate range of resources that supports children's play and learning. Children benefit from fresh air and exercise during outings.
- The childminder has developed working relationships with other professionals. This helps to provide a shared approach to supporting children's learning and behaviour. The childminder plans activities to link with what children are learning about in other settings.
- Parents are happy with the care that the childminder provides. They say they feel their children are safe and happy and that the childminder knows their children well.
- The childminder receives extra funding for some children. She uses this effectively to support some aspects of their development. For example, she has purchased lights and toys with different textures to help children to explore their senses.
- The childminder helps children to access a nutritious diet. For example, she provides fruit and vegetables in addition to the lunches that children bring. She has introduced more frequent hand cleaning since the COVID-19 pandemic. Children show they are familiar with these routines. This helps them to learn about how to keep themselves healthy.
- The childminder is very active in the community. Children attend a wide range of group activities, for example church groups and library visits. This helps children to experience being part of a larger group and to learn about different lifestyles and beliefs.
- The childminder has not considered how her communication skills can impact on children's behaviour and attitudes. Occasionally, her own use of language when around children is not appropriate.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder knows about some symptoms that may indicate a child is at risk of harm, for example, from neglect. However, her knowledge of how to identify children who may be subject to other forms of abuse and risks, including from extreme views and behaviours, is weak. Furthermore, she is not clear about the action to take if she is concerned about a child's welfare. She does not know what to do if there is an allegation made against her. The childminder completes risk assessments to help to keep children safe while in her care. She has stopped access to her garden while improvements are made to make it safe and suitable for children.

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
attend appropriate training to improve knowledge of how to identify, understand and respond appropriately to signs of possible abuse and neglect	30/04/2022
develop a safeguarding policy and procedures that are in line with the guidance from local safeguarding partners and include the action to take if an allegation is made against the childminder or a member of the household	15/04/2022
develop a secure knowledge and understanding of wider safeguarding issues, particularly the 'Prevent' duty guidance for England and Wales 2015	15/04/2022
ensure that plans for learning support all children to make the progress that they are capable of	15/04/2022
ensure that the curriculum and care practices promote children's independence and help them to become increasingly able to manage their personal needs	15/04/2022
recognise when children are engaged in purposeful play and support their learning appropriately, including minimising disruptions and distractions.	15/04/2022

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

- use appropriate language in the company of children to help to encourage their positive behaviours and attitudes more effectively.

Setting details

Unique reference number	320054
Local authority	Leeds
Inspection number	10064245
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	7
Date of previous inspection	30 November 2015

Information about this early years setting

The childminder registered in 1996 and lives in Beeston, Leeds. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 3. She receives funding to provide early years education for children aged two, three and four years old.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childcare and talked about how she supports children's learning.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The childminder and inspector talked about leadership and management matters. The inspector looked at relevant documents provided, including evidence of the suitability of adults in the household.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to children at appropriate times during the inspection. She looked at written feedback from parents and took account of their views.

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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