

Childminder report

Inspection date	8 April 2019
Previous inspection date	23 April 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The childminder does not keep a daily record of the names of the children cared for on the premises and their hours of attendance.
- The childminder has a poor knowledge of the Local Safeguarding Children Board reporting procedures and the possible signs and symptoms of abuse. She does not know the procedures to follow if an allegation of abuse is made against her or other adults. The childminder lacks a clear understanding of wider safeguarding issues, such as the 'Prevent' duty. This compromises children's safety.
- The childminder has not put in place appropriate arrangements for the supervision of her assistant. She does not monitor or evaluate her quality of teaching or her knowledge of safeguarding practice, to make sure that she understands the procedures to follow if she has a concern about a child.
- The childminder has taken no action since the last inspection to ensure that she supports children's personal hygiene and self-care skills effectively .
- The quality of teaching is weak. The childminder does not give enough consideration to the children's stage of development and provide challenging and enjoyable experiences to help them make suitable progress in all areas of learning.
- Assessments of children's progress are not accurate. The childminder does not use information she gathers about children's interests and skills to plan tailored activities that support their individual needs.
- Children do not have consistent opportunities to enjoy purposeful play. This means they lack engagement and do not make the progress in their learning that they are capable of, with particular regard to communication and language development.
- The childminder does not access professional development opportunities to improve her knowledge and skills, and she is not aware of the weaknesses in her practice.

It has the following strengths

- The childminder develops close relationships with children in her care and they show a sense of belonging.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
keep a daily record of the names of each child cared for on the premises and the hours that they attend	29/04/2019
improve knowledge of the procedures to safeguard children, including how to deal with allegations of abuse, in line with Local Safeguarding Children Board procedures	29/04/2019
ensure that staff understand the safeguarding policy and procedure and have up-to-date knowledge of safeguarding issues, with particular regard to understanding signs and symptoms of abuse and neglect; how to respond to these in a timely and appropriate way; and understanding government guidance, including 'Working Together to Safeguard Children 2015' and the 'Prevent Duty Guidance for England and Wales 2015'	29/04/2019
improve arrangements for the supervision of assistants to identify and act on areas of practice that need improvement to develop personal effectiveness	29/04/2019
ensure good hygiene practices are followed consistently to minimise the spread of infection, and make sure children wash their hands at appropriate times and pets do not have access to children's food	29/04/2019
improve the quality of teaching to ensure each area of learning and development is promoted through a good balance of adult-led and child-initiated activities, and make sure children are consistently well engaged and challenged so that they make good progress, giving particular regard to communication and language	29/04/2019
ensure assessments of children's learning and development are consistent and precise from the outset, to obtain an accurate understanding of each child's level of achievement, interests and learning styles, and use the information to shape learning experiences that are tailored to meet the individual needs of each child	29/04/2019
undertake professional development opportunities that improve knowledge and skills to drive forward the overall quality of the provision.	29/04/2019

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of 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.

Inspector
Lindsay Dobson

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder has a limited knowledge of the Local Safeguarding Children Board procedures and the steps to take to protect children from harm. She does not demonstrate a good understanding of the possible signs and symptoms of abuse or the procedures to follow if an allegation is made against her or her assistant. The childminder is also not up to date with wider child protection issues, including signs that may indicate a child is at risk from extreme views and behaviours. Furthermore, the childminder does not record children's daily hours of attendance, as required. These weaknesses compromise children's welfare and safety. The childminder discusses the expectations she has of her assistant. However, she does not supervise and monitor her practice to ensure she meets these expectations. Therefore, the childminder is unaware of weaknesses in her assistant's practice, knowledge and skills. The childminder and her assistant have attended some mandatory training, such as first aid. However, the childminder has not focused professional development for herself or her assistant to improve the quality of teaching and raise outcomes for children.

Quality of teaching, learning and assessment is inadequate

The childminder does not use what she knows about children's achievements to help her plan for the next steps in their learning effectively. Activities lack challenge, which means children do not make sufficient progress in all areas of learning. The childminder and her assistant's teaching practice is not effective. Interaction with children is weak and the lack of planning means activities do not match children's needs or their stage of development. This has a negative impact on their developmental progress. The childminder does not give children time to think and respond to questions, which was a weakness raised at the last inspection. The childminder had the television on throughout the inspection. Although the children were not watching the television, the level of the volume had an impact on children's listening and attention skills when taking part in activities. Furthermore, younger children had their dummy in their mouth for much of the inspection. These factors have an impact on children's communication and language development. The childminder provides a suitable range of resources for children to play with in the garden. However, in the home, access to toys is restricted, which has an impact on children's ability to make independent choices and follow their own ideas.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management place children's learning, safety and welfare at risk. The childminder has not made improvements as to how she supports children's personal hygiene, which was raised at the last inspection. Children do not wash their hands before eating or after playing in the garden, and the childminder does not talk to children about the need to follow good hygiene practices. Furthermore, the childminder's cats have free access to food preparation areas and to food which children leave on the sofa before returning to eat some more. Nonetheless, children appear happy and settled and they have daily opportunities to be physically active and play outside in the fresh air. The childminder offers children positive praise as they play and helps them to understand the consequences of their behaviour. She has attended a training course on nutrition to improve the quality of meals she provides to the children.

Outcomes for children are inadequate

Inconsistent opportunities to engage in good-quality learning experiences, and weaknesses in accurately assessing children's development, mean that children do not make good enough progress in relation to their starting points. Children do, however, develop some of the basic skills they need for their next stage of learning, including nursery and school. However, they are not consistently challenged to extend their capabilities. Despite this, children are happy to try new things and show an interest in the things around them. For example, they learn to swim in the childminder's pool and enjoy watching the fish in her pond.

Setting details

Unique reference number	EY294728
Local authority	Leeds
Inspection number	10084888
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 April 2018

The childminder registered in 2004 and lives in Allerton Bywater. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder is registered to work with two assistants.

This inspection was carried out by Ofsted 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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Piccadilly Gate
Store Street
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