

Childminder report

Inspection date: 7 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	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children are not safe and protected from harm. The childminder and her assistant have a weak knowledge and understanding of how to implement the safeguarding policies and procedures. For example, they do not know the potential indicators of all forms of abuse to help them identify when children are at risk of harm. They do not know how to respond to allegations made against a member of staff.

The poor curriculum means babies and children do not receive an acceptable quality of education. The childminder does not provide children with broad and challenging learning opportunities that match their individual needs and stage of development. For example, babies and younger children do not have access to experiences that help to enhance their communication and language skills. The childminder and her assistant do not successfully recognise how help build on what already know and can do during their play. There is little depth to children's learning as the childminder and her assistant briefly interact with them before moving on. Children do not receive the individual support that they need in their learning.

Nevertheless, the childminder and her assistant build positive relationships with children, who come into the setting happy and settled. The childminder gathers key information from parents about their child when they first start at the setting. She uses this information to plan familiar care routines and toys that help children to settle in well.

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

- The childminder does not have effective supervision arrangements in place to help identify and act on areas of weak practice. Therefore, the childminder and her assistant do not have access to professional development opportunities that help to drive improvements and raise the quality of education to a consistently good level.
- The childminder does not have a clear enough understanding of what she wants children to achieve across the seven areas of learning. She does not use her ongoing assessment process to help plan opportunities for children to learn according to their individual needs. Therefore, some activities are not stimulating enough to help engage children in meaningful play and maintain their focus and attention. This hinders children's learning and the levels of progress that they make.
- The childminder and her assistant do not provide all children with equal opportunities and experiences to develop their communication and language skills. For example, nursery rhyme activities are targeted to older children who are more confident communicators and mobile. The childminder and her

assistant only ask questions to the most confident communicators while reading stories.

- Children do not have consistent opportunities to develop their mathematical knowledge and skills. For example, the childminder does not include babies and younger children in counting games. She does not give older children the time that they need to complete simple addition tasks before giving them the answer. This does not help to challenge children's thinking.
- Children are encouraged to become increasingly independent in completing self-care tasks. For example, babies are encouraged to feed themselves at mealtimes. Older children help to prepare their own snacks and wash their hands. This helps to promote the good health of children.
- Children have opportunities to develop their social skills, for example while on trips in the local community and to the library. This helps to build on children's understanding of the community and world around them. Children enjoy the time they spend outdoors playing in the fresh air. They develop their physical skills as they play on the slide and trikes. Children enjoy listening to the different sounds that they hear in the environment.

Safeguarding

The arrangements for safeguarding are not effective.

The significant weaknesses in safeguarding practice compromise children's safety and welfare. The childminder and her assistant have a poor knowledge of current safeguarding issues affecting children and their families. They do not know how to recognise or respond to all concerns about children's welfare, or in the event an allegation is made against the childminder, her assistant or a member of the household. Furthermore, the childminder has not implemented effective fire safety procedures to ensure the safe emergency evacuation of all children. This does not help to keep children safe and protect them from risk of harm.

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
train all staff to understand and implement the setting's safeguarding policy and procedures, and ensure they have an up-to-date knowledge of safeguarding issues and how to respond to allegations	25/03/2022

implement effective fire safety and emergency evacuation procedures to ensure the safety of all children	25/03/2022
put in place effective arrangements for the supervision of all staff in order to drive continued improvements and promptly identify and act on weak practice, to raise the quality of teaching to a consistently good level	25/03/2022
implement an ambitious curriculum that takes account of the individual needs and stages of development of all children, and provide them with suitably challenging and meaningful experiences, in order for them to make good progress	04/04/2022
improve the curriculum for communication and language so that all children make effective progress.	04/04/2022

Setting details

Unique reference number	EY331998
Local authority	Doncaster
Inspection number	10117400
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 9
Total number of places	12
Number of children on roll	16
Date of previous inspection	5 May 2016

Information about this early years setting

The childminder registered in 2006 and lives in Doncaster. She opens Monday to Friday, all year round, except family holidays and bank holidays. Sessions are between 7.30am and 5.30pm. The childminder holds a recognised qualification at level 5. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- This was the first routine 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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector talked to the childminder, the assistant, parents and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of an activity with the childminder.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living and/or working on the premises.

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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