

Childminder report

Inspection date: 19 March 2024

Overall effectiveness	Inadequate
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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

Children do not experience a broad and stimulating curriculum. The childminder does not consider the skills and knowledge that she wants children to learn. This has an impact on children's ability to focus and engage in their learning and play. The childminder does not fully support children to understand the expectations for their behaviour that promote their safety and well-being. For example, the childminder does not explain to children that they must remain seated while eating. Additionally, she has not maintained an up-to-date paediatric first-aid qualification for an extended period of time. Consequently, the childminder is not fully trained or qualified to administer first aid in the event of a medical incident. This is a breach of the safeguarding and welfare requirements and compromises children's safety and well-being.

Nonetheless, children are comfortable in the care of the childminder. They show her affection and communicate their needs and wants to her. The childminder has warm interactions with children to help them to feel emotionally secure. For example, she sings to children as she changes their nappy. The childminder finds out about children's interests when they first attend her setting. She provides familiar toys to support children to feel settled. Children receive regular opportunities for fresh air and exercise, such as when they visit the park or go for walks with the childminder. They begin to socialise with others when the childminder takes them to meet up with other childminders and their minded children.

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

- The childminder has not taken part in any training or professional development opportunities since her last inspection. This has hindered her ability to plan an ambitious programme of activities and experiences that supports children's development. The childminder relies too heavily on taking children on daily walks and outings to the farm and park to shape their learning. She is dependent on children choosing their own activities and toys to play with. Any learning that takes place during these times is incidental and is not purposefully planned by the childminder. Furthermore, children do not always fully engage with the toys and resources for long enough to have a positive impact on their learning.
- The childminder does not monitor children's learning and development effectively. This does not support her to think precisely about what she wants children to know and learn next. In addition, the childminder has a poor understanding of child development. She does not always plan appropriate next steps for children's development. Consequently, she does not sharply focus children's learning and experiences on the skills and knowledge that they need to learn next. This does not support children to make consistently good progress

in their learning.

- The childminder provides a daily healthy snack for children. However, she does not support children to understand that they must remain seated while eating. The childminder allows children to get up from their seat and continue to play with food in their mouth. Although the childminder supervises children, this does not fully promote their safety as she has not considered the risk of choking.
- The childminder does not hold a current and valid paediatric first-aid qualification. She has not ensured that she maintains her first-aid qualification every three years as required by the early years foundation stage. However, the childminder has recently carried out some online training to refresh her knowledge of how to administer first aid. She has booked a further course to complete the rest of her training as soon as possible.
- The childminder sings songs and rhymes to children. Children repeat simple words and join in with action songs. The childminder joins in and interacts with children as they play. However, the childminder sometimes talks very quickly to children. She does not always give them enough time to think and respond. Sometimes, the childminder asks too many questions that distract children from their play. This does not fully support children's speaking and listening skills.
- The childminder values children as individuals. For example, she celebrates children's birthdays with them and talks to them about each other's faiths and families. The childminder shares interesting artefacts, such as shadow puppets, from her own cultural background. This promotes children's curiosity and supports them to learn more about diversity.
- Parents and carers appreciate the one-to-one time that their children have with the childminder. They express that their children feel settled in her care. The childminder provides parents with regular updates about their children's daily routines.
- The childminder has a suitable knowledge of child protection issues. She recognises the signs and symptoms of abuse and neglect. The childminder understands the procedures to follow in the event of a concern about a child or an allegation against herself. However, the breaches to the statutory requirements do not fully support children's safety and well-being or ensure that safeguarding is fully effective.

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
plan and put into place a broad and ambitious curriculum that meets the learning and development needs of all children	24/05/2024
improve knowledge of child development and how to carry out ongoing assessments effectively, to identify appropriate next steps in learning that support children to make good progress	24/05/2024
support children's understanding of the expectations for their behaviour at mealtimes to ensure their safety when eating	24/05/2024
obtain and maintain an up-to-date paediatric first-aid certificate.	26/04/2024

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

- improve the strategies used to support children to develop their communication and language skills.

Setting details

Unique reference number	EY366290
Local authority	Leeds
Inspection number	10308237
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	15 March 2018

Information about this early years setting

The childminder registered in 2007 and lives in Garforth, Leeds. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children. At the time of the inspection, there were no children present who are in receipt of funded early education.

Information about this inspection

Inspector
Samantha Lambert

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 childminder.
- The childminder discussed with the inspector how she organises the early years setting, including her aims and rationale for the curriculum.
- The inspector spoke with the childminder about her safeguarding knowledge and responsibilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents on request.

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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