

Childminder report

Inspection date:

8 September 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

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

Significant weaknesses in the childminder's safeguarding knowledge compromise children's safety and well-being. Despite this, children enjoy their time with the childminder. They are happy to arrive and separate from their parents with ease, as they are greeted warmly by the childminder. Children demonstrate that they have secure attachments with the childminder and feel comfortable in her care. They share smiles and laughter with her. Children seek out physical comfort from the childminder when they are tired or hurt themselves, which she responds to quickly.

Children play confidently in the well-resourced playroom. They enjoy the childminder's company, as she follows their lead and playfully engages with children at their level. Children enjoy a range of activities provided by the childminder. For example, they explore an autumn tray containing natural resources, including conkers, leaves and fir cones.

Children behave well. They respond positively to the childminder's clear and consistent reminders of what is expected. For example, they tidy up when the playroom floor gets cluttered and eat their snack at the table. Children form positive friendships with each other and invite each other to share in their experiences. For example, they call each other by name and ask their friends to join in with their play.

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

- The childminder does not understand the steps which must be taken, in line with local safeguarding procedures, in the event of an allegation being made against her. She also does not recognise all of the signs which may indicate that children are at risk of abuse, such as extremism. This compromises children's safety.
- Overall, the quality of education is good. The childminder understands the ways in which children learn. She provides experiences that promote children's learning across all areas. Consequently, children make good progress in their learning and development.
- The childminder supports children's communication and language development well. Through her effective interactions with children, she uses opportunities to model language and allows children time to respond to questions. This means that children develop skills to become effective communicators.
- The childminder knows each child well. She spends time during each child's settling-in period to find out from parents about their child. The childminder carries out regular, accurate assessments of their development. She is able to talk confidently about each child, their interests and what they can do. The childminder knows how to support children to move on to the next stage of their

development. This enables the childminder to plan age-appropriate, interesting activities and experiences for children and identify any gaps in their development.

- The childminder does not consistently promote the health and welfare of all children. For example, she leaves an activity basket promoting oral hygiene, containing toothbrushes and toothpaste, on the floor. Children access the basket and place toothbrushes and toothpaste tubes in their mouths, before returning them to the basket. Other children access the basket and play with the same brushes a short time later. This means that children are at risk of cross-infection, and they do not learn how to keep themselves safe and healthy.
- Parents speak positively about the childminder. They praise the communication which they receive from the childminder about their children's daily routines and progress in their learning. The childminder seeks information from parents about their child's development from the day that children start. This means that, together, parents and the childminder are able to support children onto their next stage of learning.
- The childminder actively engages children in their learning. She offers them choices and allows children to lead their play. However, at times, the childminder completes tasks for children that they could complete themselves. For example, she wipes children's noses and prepares their fruit for snack. This means that children do not have consistent opportunities to develop important skills that they need to become independent.
- The childminder has clear expectations for children's behaviour. She communicates these expectations clearly and consistently to children. For example, when children arrive, the childminder asks them to place their dummies in their bags, which they happily do. When she gently reminds children not to throw pencils, they stop immediately. This results in children knowing what is expected of them and, consequently, they behave well.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder's safeguarding knowledge is weak. Although the childminder can identify some signs that may indicate that a child is at risk of harm, she does not have a sufficient understanding of a range of child protection issues. For example, the childminder does not know about her responsibilities in accordance with the 'Prevent' duty guidance. Furthermore, the childminder does not know what to do if an allegation is made against her. She is not able to demonstrate an understanding of local safeguarding partnership procedures.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve understanding of the correct procedure to follow in the event of an allegation being made against any adult	13/10/2022
strengthen understanding of safeguarding issues, particularly relating to the 'Prevent' duty guidance	13/10/2022
improve the way activities are delivered to always ensure the health and well-being of children.	13/10/2022

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

- provide opportunities for children to further develop their independence skills.

Setting details

Unique reference number	EY385318
Local authority	Wakefield
Inspection number	10074187
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 June 2016

Information about this early years setting

The childminder registered in 2008 and lives in Pontefract. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Natalie Stringer

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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