

Childminder report

Inspection date:

28 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

The childminder does not have a secure understanding of the importance of safeguarding training for herself and her assistants. This means that the childminder and her assistants do not know the signs to look for that might indicate a child is in danger. This includes the signs of abuse and a range of safeguarding issues. Despite this, children adore the childminder. They feel safe and cared for in her presence. Children seek the childminder and her assistants out for reassuring cuddles before going back to playing with their friends. They settle very well.

Children are very busy and purposeful at the childminder's home. They enjoy learning to use scissors and other tools carefully. Children cut out pictures of fruit and vegetables, discussing which is their favourite. The childminder and her assistants help children to learn the names of less well-known produce, including aubergines and pomegranates, as they learn about healthy food. When young children enjoy pouring and filling, the childminder and her assistants ensure that they provide many different utensils in the home corner to support their interest. Children pour drinks as they pretend they are in a café, serving the childminder and her assistants, who place orders with them.

The childminder provides a large space outdoors to give children opportunities to run and climb. In addition, she takes children on regular visits to local woodland to collect sticks and leaves, which they enjoy exploring and comparing. When children become fascinated with a squirrel in the childminder's garden, the childminder encourages them to use photography to capture an image of it. They discuss what the squirrel looks like before drawing it and making models.

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

- The childminder and her assistants engage in regular staff meetings where they share appropriate information and plan their curriculum. However, the childminder does not have a robust process for monitoring her assistants' performance and for setting them targets for development. This means that the childminder and her assistants do not have an up-to-date knowledge of safeguarding and some essential areas of training have been missed. This compromises children's safety.
- The childminder and her assistants prioritise children's hygiene routines. They take care to ensure that the toilet facilities are exceptionally clean and welcoming. They support the toileting process by talking calmly to children as they change their nappies or support them to use the toilet. Older children know how to wash their hands properly to prevent the spread of germs.
- The childminder works with parents to ensure that children are supported to brush their teeth at home. In the childminder's home, children enjoy colouring

pictures of teeth, commenting on them being 'white' and 'shiny'. However, the childminder offers children sugary drinks throughout the day, which does not support their good oral health.

- Older children speak confidently about their learning. They share information about their birthdays and how they celebrate them. Children are keen to share news with the childminder, who values their comments and responds with further questions to encourage and extend their conversations.
- The childminder and her assistants take great care to plan activities that interest and excite children. For example, when children are interested in mark making, they provide a wide variety of tools and utensils, such as celery, for them to dip in paint and make patterns with. This supports the development of children's early writing skills.
- The childminder and her assistants speak kindly to children. They make children feel that their ideas are valued. Children form strong bonds with the childminder and her assistants. Younger children, and those who have recently started with the childminder, take comfort from them. They gain security knowing that they are close by, while being encouraged to make friendships with other children as they play.
- Parents are happy with the service that the childminder provides. They speak of an excellent settling-in process for children. This is especially true for children who have not been used to being away from their parents before. Parents are grateful for the gentle reassurance given by the childminder when children are initially reticent to settle. They are delighted with the positive relationships formed between the childminder, her assistants and their children.
- Children are very happy and content in the childminder's welcoming and spacious home. They have access to a wide range of resources, which are rotated regularly. This keeps children engaged and motivated to try new things and learn new skills.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not ensure that she and her assistants have a suitable knowledge of the range of safeguarding dangers that children may face. They do not know the signs to look for that may indicate a child is in danger. At lunchtime, some children are seated in high chairs which are too small for them. The childminder ensures that suitability checks are carried out when offering employment to new assistants. The childminder's home is secured with locked gates and a video entry system, which protects children from the busy road nearby. When children walk to school, they are regularly taught how to keep safe when crossing roads.

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
improve knowledge and understanding of a range of safeguarding issues, in line with the local safeguarding partnership's procedures.	14/10/2022

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

- strengthen the arrangements for supervision, coaching and training of the assistants to address weaknesses in safeguarding and welfare more swiftly
- support children to develop healthy lifestyles by offering them fresh water to drink throughout the day.

Setting details

Unique reference number	EY393264
Local authority	Bradford
Inspection number	10229549
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	2 to 11
Total number of places	12
Number of children on roll	16
Date of previous inspection	19 October 2016

Information about this early years setting

The childminder registered in 2009 and lives in the Bierley area of Bradford, West Yorkshire. 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. She works with three part-time assistants.

Information about this inspection

Inspector

Lucy Patrick

Inspection activities

- This was the first routine inspection the provider 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 childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and her assistants spoke to the inspector during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the assistants working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022