

Childminder report

Inspection date: 18 January 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not always fully promoted. The childminder and her assistant are not always able to adequately supervise children during play activities. This compromises children's safety in the setting. Furthermore, the programme of activities and experiences for children is not developed enough to challenge or stimulate their learning. The childminder and her assistant do not use their time successfully to meet the care and development needs of all children consistently. This has an impact on children's well-being and limits the progress that they can make.

On occasion, the childminder supports children as they play. For example, children use a hammer to break through ice that has formed in the garden. They show determination as they try to rescue toys that are stuck in the ice. The childminder talks to children about how the sun will melt the ice. She encourages them to take turns to use the hammer. This develops children's understanding of sharing. However, there are other times when children are not consistently supported to take part in purposeful play and exploration. Sometimes, children simply sit or wander, as the childminder and her assistant's time is taken up with other children. This does not support children to develop positive attitudes to learning.

That said, children build good relationships with the childminder and her assistant. They enjoy regular outings to the play gym or park. Children enjoy listening to music. They eagerly join in with the words and actions. The childminder is introducing simple sign language into the setting. This will help children to learn new words and develop their understanding.

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

- The childminder has sought guidance that will help her think about how to meet children's development needs. She is seeking further advice from an early years adviser from the local authority. However, it is too early to determine the impact of this. Children do not receive a broad and stimulating programme of activities and experiences. Their next steps in learning are sometimes based on their interests, rather than what is appropriate for their age and stage of development. The childminder does not always consider the skills and knowledge that children need to develop next. This does not help children to make the best possible progress.
- Due to the high needs of some of the children in their care, the childminder and her assistant are not always able to adequately supervise children or support their learning and play. For example, on the day of the inspection, children ask for help to climb on a wheeled toy. However, this help could not be given, as the assistant had a child in their arms. Furthermore, the childminder and her

assistant could not safely help a child up after they had fallen over, because they were both carrying other children in their arms. This does not promote children's safety.

- The childminder has not successfully put in place risk assessments that meet the needs of the children in her care. For example, children are able to put stones and pieces of chalk in their mouth. The childminder has not ensured that resources which could pose a choking hazard to children are placed out of reach. This compromises children's safety.
- Children with special educational needs and/or disabilities (SEND) build special bonds with the childminder and her assistant. They receive lots of cuddles and reassurance. However, the childminder has not worked in partnership with other professionals to effectively meet the needs of children with SEND. She has not developed the skills and knowledge required to fully support the children in her care. As a result, the childminder has not put in place strategies to help children with SEND to make good progress.
- Children take naps in activity chairs that are not designed for sleeping. This does not enable children to fully recline or stretch out as they sleep. This is not in line with safer sleep requirements and does not suit the ages of the children.
- Parents and carers speak highly of the childminder. The childminder maintains a good two-way flow of information with parents. She speaks regularly with them to discuss children's daily routines. This helps to provide consistency of care for children.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not made sure that risk assessments are robust enough to remove or minimise hazards to children. This does not ensure children's safety in the setting. However, the childminder and her assistant have a broad knowledge of signs and symptoms of abuse and neglect. This includes female genital mutilation and county lines. The childminder knows who to contact if she is worried about children's safety and welfare. This ensures that the correct procedures would be followed if safeguarding concerns were raised about a child. The childminder understands the role of the designated officer in the event of an allegation being made against herself or her assistant.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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review daily routines and the way in which you, the childminder, and assistant deploy your time, to ensure that children are adequately supervised, and their needs are consistently met	27/01/2023
review and improve risk assessments to ensure that hazards to children are identified and risks are minimised or removed	27/01/2023
make links with other agencies, professionals and settings attended by children in a more timely manner, and work in partnership with these to ensure that the needs of children with SEND are met	24/02/2023
develop the skills and knowledge required to be able to meet the needs of children with SEND at all times	24/02/2023
put in place strategies, and plan for further ways to support the needs of children with SEND	24/02/2023
ensure that children are laid down to sleep in line with safer sleep requirements, using equipment that is designed for sleeping in and suited to the age of the child.	27/01/2023

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

	Due date
continue to develop and deliver a stimulating and effective programme of activities and experiences that builds consistently and securely on what children already know and can do.	03/03/2023

Setting details

Unique reference number	EY419658
Local authority	Calderdale
Inspection number	10271672
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	0 to 7
Total number of places	12
Number of children on roll	10
Date of previous inspection	29 September 2022

Information about this early years setting

The childminder registered in 2010 and lives in Brighouse, West Yorkshire. She works with an assistant. Both have appropriate childcare training. The childminder operates Monday to Friday, from 7am until 5pm, all year round. She offers funded places for three- and four-year-old children.

Information about this inspection

Inspector
Samantha Lambert

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- We carried out this inspection as a result of a risk assessment following information we received about 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 communicated with the inspector during the inspection.
- 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.
- The inspector carried out a joint observation of a literacy activity with the childminder and her assistant.
- 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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