

Childminder report

Inspection date: 15 January 2024

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Although children are happy and settled in the childminder's care, they do not make sufficient progress in their learning and development. Despite weaknesses raised at the previous inspection, the childminder does not have a clear curriculum in place for what he wants children to learn across all areas of development. Training has been accessed, but this has not supported the childminder well enough, and he lacks clarity about how he will support children's learning effectively. This means that children do not receive the level of education to which they are entitled. In addition, the procedure for assessing children's progress between the ages of two and three years is not effective, and children do not receive targeted support where needed.

Children enjoy playing with their friends and with the childminder. However, the childminder's discussions with children do not extend their thinking skills, as he asks questions that are not challenging or interesting. This includes questions around what the children already know, such as 'What do we dry the dishes with?'

Children are well behaved. The childminder calmly and sensitively reminds children about expected behaviour and the reasons for this. For example, he asks children not to run indoors when there are toys on the floor in case they trip on the toys and hurt themselves. Children also learn about personal safety when on school runs. The childminder teaches them about road safety and safety regarding strangers. They also learn about their local environment and about the weather and changing seasons.

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

- Although a varied range of resources are available for children, there is a lack of planned learning to support children's development. The childminder explains general things that he wants children to learn through his curriculum, such as fine and gross motor skills. However, this is not observed being implemented in practice. The childminder engages children in some activities, such as recognising and sorting building bricks by colour and shape. Children are also involved in some counting activities. However, these do not extend or build on what children already know and can do.
- Where children may benefit from some extra support, clear information regarding this is not included in the written report the childminder provides for parents. This means that additional individual support for children is not clearly shared, planned for or implemented consistently. This results in children not receiving targeted support, where needed, to support their learning and development.
- The childminder had not realised that their paediatric first-aid qualification

expired five days before the inspection. Until they can complete another course, the childminder will ensure that a registered assistant who does have an up-to-date first-aid qualification will be available at all times when children are present. They will also accompany children on outings and school runs.

- Actions taken to address areas of weakness have been ineffective. The childminder has undertaken some additional training courses since the last inspection. However, the training completed has not supported the childminder in devising and implementing challenging learning experiences for children. The childminder's capacity to improve is weak.
- The childminder takes children on daily walks to school, and children participate in some dance sessions in the home. However, the childminder does not plan outdoor learning for children or ensure that children benefit from physical activities on a daily basis. He has not considered ways to help to develop children's physical well-being.
- Children learn about healthy foods through discussions with the childminder. The childminder and his assistant provide healthy snacks and desserts of fresh fruit. However, meals are not always healthy or nutritious. Children receive processed food on a regular basis, such as chicken strips, chicken dippers, sausages and sausage rolls, often together in the same meal. This does not promote good health. As children eat these foods without using cutlery, eating times also do not provide children with opportunities to promote their physical skills and help prepare them for school.
- Despite many weaknesses in the curriculum, children enjoy some mathematical learning and also engage in some activities that suitably promote their literacy skills. Some children show a love of books and bring with them books from home. They enjoy listening to stories and talk about the 'illustrator', the 'blurb' and the 'characters' in books.
- The childminder works in partnership with parents and carers regarding children's routines and personal development, such as potty training. Children also learn about and practise good hygiene routines, such as regular handwashing, and they know why this regime is important.

Safeguarding

The arrangements for safeguarding are effective.

There is 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
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improve knowledge and skills to implement a suitably challenging curriculum that covers all areas of learning and is planned precisely to meet the individual needs of all children to help them make good progress	16/02/2024
improve the process for assessing children's progress between the ages of two and three years by, for example, including information about where children may need extra support with their learning and how parents can support learning at home	16/02/2024
ensure that when children are present, at least one person who has a current paediatric first-aid certificate is on the premises and available at all times, including to accompany children on outings	16/02/2024
continue to engage with training to improve teaching and develop an effective understanding of how children learn and develop	16/02/2024
ensure that outdoor activities are planned and undertaken daily, to promote children's overall health and their large physical development (unless circumstances make this inappropriate, for example unsafe weather conditions)	22/01/2024
include more healthy, balanced and nutritious food when providing meals for children	22/01/2024
promote children's independence and physical skills further by, for example, providing cutlery when eating meals.	22/01/2024

Setting details

Unique reference number	EY425034
Local authority	North Yorkshire
Inspection number	10307737
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	20 July 2023

Information about this early years setting

The childminder registered in 2011 and lives in Sherburn-in-Elmet, North Yorkshire. He operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder employs two assistants and provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Elaine McDonnell

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.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector spoke to children, to find out about their time at the childminder's setting.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents during the inspection and took account of their views. Other parents were invited to attend, or to send comments during the inspection.
- 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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