

# Childminder report

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 12 March 2019 |
| Previous inspection date | 20 July 2017  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Inadequate</b><br>Met | <b>4</b> |
|---------------------------------------------------------------|-------------------------------------------------|--------------------------|----------|
| Effectiveness of leadership and management                    |                                                 | Inadequate               | 4        |
| Quality of teaching, learning and assessment                  |                                                 | Good                     | 2        |
| Personal development, behaviour and welfare                   |                                                 | Inadequate               | 4        |
| Outcomes for children                                         |                                                 | Good                     | 2        |

## Summary of key findings for parents

### This provision is inadequate

- The childminder does not have a secure understanding of child protection to ensure that she can safeguard all children in her care at all times. She does not monitor existing injuries to children. She does not keep up to date with changes in guidance, including the 'Prevent' duty. The childminder does not know the procedures to be followed in the event that a child makes a disclosure.
- The childminder obtains written consent from parents before administering medication. However, she does not ensure these records are accessible and available to view. In addition, the childminder does not record medication administered to children. This compromises children's safety.
- The childminder does not have a sufficient understanding of how to evaluate her own practice. She has not identified where there are gaps in her knowledge. Additionally, the childminder has not identified how to make improvements that will benefit the care of the children.

### It has the following strengths

- Children behave well in the childminder's care. She is a positive role model. The childminder teaches them good manners and how to take turns. She gives children praise, which helps to promote their self-esteem.
- The childminder plans for what children need to learn next. This helps children to make good progress. The childminder prepares children well for moving on to school or nursery.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action:

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

|                                                                                                                                                                                               | Due date   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| develop a secure understanding of the procedures to be followed in the event that a child makes a disclosure                                                                                  | 01/04/2019 |
| improve knowledge and understanding of safeguarding children, specifically in relation to the 'Prevent duty guidance for England and Wales 2015'                                              | 01/04/2019 |
| keep a record of any medication administered to children                                                                                                                                      | 01/04/2019 |
| ensure that all required records are easily accessible and available to view, such as written consent from parents to administer medication                                                   | 01/04/2019 |
| ensure that all existing injuries to children are monitored so that concerns about children's safety or well-being are identified and reported promptly to appropriate agencies if necessary. | 01/04/2019 |

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

- develop self-evaluation that is effective to identify weaknesses in practice and use the findings to focus on improving the quality of the care for the children attending.

### Inspection activities

- The inspector observed teaching and evaluated the impact of this on children's learning.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at documentation, including evidence of the suitability of adults living and working on the premises.

### Inspector

Julie Larner

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The childminder does not always recognise when she would need to speak to other agencies responsible for child protection, such as if a child makes a disclosure to her. This results in her not being able to successfully protect children in her care. The childminder is aware of the signs and symptoms of abuse and has details of who she should contact if she has any concerns about a child. However, she does not record existing injuries to children to identify any emerging concerns which might indicate that a child is at risk. The childminder shows a secure understanding of some of the statutory requirements. However, she has not kept up to date with guidance in respect of wider child protection issues, such as the 'Prevent' duty, to ensure that safeguarding children is effective. The childminder conducts some research to find ways to improve her practice. For example, she has explored ways of dealing with challenging behaviour. The childminder shares her research with parents. This helps to provide a consistent approach to help children learn right from wrong. The childminder is able to describe some of the things that she does well at her setting. However, her evaluation of what can improve does not focus on the areas that are key weaknesses.

### Quality of teaching, learning and assessment is good

The childminder has high aspirations for the children in her care. She completes observations and assesses what they can do when they begin to attend her setting. She encourages parents to provide her with information about what their child knows and can already do. Parents are fully engaged in their child's learning. The childminder sends them photographs of what their child is doing during the day and supports them to extend their child's learning at home. For example, she gives parents ideas of how they can encourage language development. Children make good progress in their time at the setting and are motivated to learn more. The childminder consistently extends children's learning. She helps children to identify shapes and colours, which promotes their early understanding of mathematics. The childminder uses the opportunity to introduce children to new words and extend their language skills. For example, she models sentences such as 'let's make some circles'. The childminder responds well to children's attempts at language. Children enjoy interacting with the childminder as they both count the blocks as they build a tower.

### Personal development, behaviour and welfare are inadequate

Significant weaknesses in leadership and management compromise the safety and welfare of the children in the childminder's care. Although the childminder obtains written consent from parents when children need to take medication, she could not provide the records on the day of the inspection. In addition, the childminder does not keep a record of medication administered to children. This does not promote children's safety. Despite this, children clearly have positive relationships with the childminder and are confident in making their needs known. The childminder provides children with regular opportunities to develop their physical skills. For example, children benefit from being outdoors and enjoy trips to the park. They eat freshly prepared food each day that meets their individual dietary needs. The childminder supervises children appropriately to make sure that they are safe. Partnerships with parents are positive. The childminder

collects information from parents about children's routines and their individual needs, which results in children quickly settling in her care.

### **Outcomes for children are good**

Children enjoy their play and engage well in their learning. They are equipped with the skills needed for their move to other settings, including schools or other early years provision. Children develop good levels of independence. For example, they demonstrate good self-care skills. They have plenty of opportunities to play with other children. This helps to develop their social skills.

## Setting details

|                                    |                                                     |
|------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>     | EY440626                                            |
| <b>Local authority</b>             | Bradford                                            |
| <b>Inspection number</b>           | 10085574                                            |
| <b>Type of provision</b>           | Childminder                                         |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>               | Childminder                                         |
| <b>Age range of children</b>       | 0 - 16                                              |
| <b>Total number of places</b>      | 6                                                   |
| <b>Number of children on roll</b>  | 3                                                   |
| <b>Date of previous inspection</b> | 20 July 2017                                        |

The childminder registered in 2012. She lives in Bradford, West Yorkshire. She works Monday to Sunday from 8am to 11pm, all year round, except for family holidays. The childminder works with a co-childminder.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

