

Childminder report

Inspection date	5 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Several areas of the childminder's practice breach legal requirements. These have a significant impact on children's safety, well-being and their ability to learn.
- Children are not always protected from the risk of cross-infection due to poor staff hygiene practices. Meals provided for children do not promote their understanding of healthy eating.
- The childminder and her assistant do not consistently implement procedures to support positive behaviour. Consequently, they are not understood by children.
- Teaching is often ineffective. It is not matched to children's needs and does not capture and maintain their enthusiasm for learning.
- The childminder's procedures for mentoring and supporting the knowledge and skills of her assistant are not fully effective.

It has the following strengths

- Children are able to access some of the resources independently. This enables them to make some choices about their play.
- Parents' comments are positive about the provision.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that children engage in good hygiene practices in order to prevent the spread of infection	03/05/2019
ensure that meals provided to children are healthy, balanced and nutritious	03/05/2019
ensure that children's behaviour is managed in a consistent and appropriate way, so that children learn about the consequences of their behaviour and know that some behaviour is unacceptable	03/05/2019
ensure that the assistant receives support, coaching and training, so that they have the skills, understanding and knowledge to undertake their role and responsibilities effectively	03/05/2019
use the information gained from observations and assessment more effectively to plan challenging and purposeful play for each child, responding to their individual needs, interests and stage of development to help children to make good progress.	03/06/2019

Inspection activities

- The inspector had a tour of the premises used for childminding purposes.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning. A joint observation was carried out with the childminder.
- The inspector talked to children and held discussions with the childminder and her assistant during the inspection.
- The inspector looked at a selection of documentation, including children's learning records, safeguarding procedures, training records and parents' written comments.
- The inspector considered evidence of suitability checks for all adults living or working in the home.

Inspector

Kate Smith

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder and her assistant do not support children's behaviour effectively. For example, children persistently climb onto the tables. This does not support their safety. The childminder does not ensure that daily routines are hygienic and support children's good health. Monitoring of staff practice is poor. The childminder does not ensure that her assistant receives sufficient coaching to make sure that her skills and knowledge are effective in supporting children's needs. Nevertheless, the childminder and her assistant have both recently attended safeguarding training and both hold a paediatric first-aid qualification. They have a clear understanding of potential signs of abuse and what to do in the event of a concern.

Quality of teaching, learning and assessment is inadequate

The childminder makes assessments of children's learning and plans some next steps to support their development. However, these are not effective because the learning environment is quite chaotic. This is because the childminder does not consistently set high expectations for children's behaviour. As a result, some children are not engaged in learning and the concentration of others is severely disrupted. Group activities do not take account effectively of the different stage of development of the children taking part. Activities lack challenge and children are often unmotivated to take part. For example, the childminder encourages children to join in with a rhyme-time session to help to support their language development. However, children very quickly wander away, preferring to climb onto the furniture. This shows that they are disengaged and partaking in behaviour that compromises their safety.

Personal development, behaviour and welfare are inadequate

Snack-time procedures do not support children's good health. This is because the childminder encourages children to put their partially eaten fruit back onto the same plate that she is still serving from. This means that children are at risk from cross-contamination of germs. The childminder does not use explanations to help children understand what is expected of them. Children throw toys and sometimes hurt and upset others as a result of this. Children are encouraged to wipe their own hands, which helps to support their self-care skills. However, procedures to wash children's faces are not hygienic and do not promote their independence. Children enjoy climbing outdoors on the climbing frame. This helps to support their physical development and contributes to them exercising in the fresh air.

Outcomes for children are inadequate

Children are often bored with what is on offer to them. They do not readily follow instructions. Children are not sufficiently challenged and are not supported well enough to reach their potential. Opportunities for them to demonstrate resilience and to concentrate are limited. Children are not engaged in meaningful learning for sufficient periods of time to help them to make good progress. Children enjoy making marks with chalk. This helps to support their literacy skills. They are encouraged to count which contributes to supporting their mathematical development. However, children are not learning sufficient skills that will help them when they move on to the next stage in their

learning.

Setting details

Unique reference number	EY542368
Local authority	Bolton
Inspection number	10090074
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 6
Total number of places	12
Number of children on roll	7
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Bolton. She operates all year round, from 7am to 8pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and provides funded early education for two-, three- and four-year-old children.

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.

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