

Childminder report

Inspection date	22 May 2019
Previous inspection date	23 January 2019

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Inadequate	4 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

- The childminder has not taken sufficient action to improve the quality of her provision since the previous inspection. There are still breaches within the learning and development requirements and further breaches of the safeguarding and welfare requirements.
- The childminder's arrangements for keeping children safe when walking to school are poor. The childminder does not promote children's understanding of road safety and the lack of organisation means that children are not adequately supervised. Children's safety and welfare are significantly compromised.
- The childminder allows her assistant, whose suitability has not been fully checked, to have unsupervised contact with children.
- The quality of the childminder's teaching remains poor. She does not provide an effective balance of adult-led activities and child-initiated play. For example, planned activities and interactions lack sufficient challenge. This has a negative impact on children's engagement and their motivation to learn.
- The childminder completes assessments of children's learning. However, she lacks an understanding of how to use her assessments to focus on areas where children require the most support. Gaps in children's learning are not closing. Children are not making enough progress to help prepare them for school.
- The childminder does not promote or manage children's behaviour effectively and she does not consistently act as a positive role model. Children do not display behaviour or social skills that are appropriate for their age. Furthermore, they are not learning to manage their feelings. This has a negative impact on the overall atmosphere of the setting and children's emotional well-being.

It has the following strengths

- Parents spoken to during the inspection provide positive comments about the childminder. They state that she tells them about their children's day and care routines, such as what they have eaten.

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 are adequately supervised and implement robust procedures to keep children safe when walking to school	14/06/2019
ensure that any person who has not had their suitability checks fully completed is never left unsupervised with children	14/06/2019
develop the quality of teaching to provide children with an effective balance of adult-led and child-initiated play opportunities and appropriate levels of challenge that promote their learning effectively	30/06/2019
improve knowledge and understanding of how to use information from assessments to focus swiftly on gaps in children's learning and help all children to make good progress	30/06/2019
improve the procedures for managing and promoting children's behaviour and help children to develop good social skills and to learn to understand their feelings.	14/06/2019

Inspection activities

- The inspector observed the childminder's interactions with children during activities and free play. She assessed the impact this has on children's learning.
- The inspector observed two planned activities and jointly evaluated the teaching with the childminder.
- The inspector held discussions with the childminder and her assistant at appropriate times during the inspection.
- The inspector viewed a range of documents and checked evidence of the suitability of adults living and working on the premises.
- The inspector spoke to two parents on the day of the inspection and took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The childminder does not implement safe procedures for walking children to school. Supervision of children is not adequate and she does not ensure that they understand the risks associated with crossing roads. This places children at significant risk of harm. In addition, the childminder has recently employed an assistant and her suitability has not been fully checked, as required. The childminder sometimes leaves her assistant to work alone with children. This significantly compromises children's safety and welfare. Since the previous inspection, the childminder has accessed some professional development opportunities, such as online training courses. However, she is unable to demonstrate that her practice has improved, and the quality of her teaching remains poor.

Quality of teaching, learning and assessment is inadequate

Since the previous inspection, the childminder has started to gather information from parents when children first start. She completes observations and assessments and, overall, these demonstrate what children know and can do. Despite this, the childminder's understanding of what children need to learn next and her ability to provide opportunities for children to learn these skills are weak. Planned activities are unorganised and inappropriate. For example, the childminder provides four children with a small tub of water and toys to teach them the difference between sinking and floating. Children struggle to get their hands in the water, which results in frustration and conflicts between each other. This weakness goes unnoticed as the childminder stands over the children singing songs. Children attempt to share their interests with the childminder. For example, on numerous occasions, children become excited and tell her that they have found a spider in the garden. The childminder does not respond and children quickly lose enthusiasm and motivation.

Personal development, behaviour and welfare are inadequate

Children's behaviour and social skills are poor in relation to their age. Two- and three-year-old children constantly shout and scream at each other, take toys and smack and push each other to the ground. At snack time, three-year-old children repeatedly throw their plates from the table. This disrupts other children as they attempt to eat. The childminder is a poor role model and she does not manage negative behaviour well. For example, as children repeatedly use a toy cup to drink the water that children are playing in, the childminder responds by attempting to pull the cup out of their hands. This is inappropriate and does not teach children how to work through conflicts and disagreements in a positive way. Despite the weaknesses, children are confident and make their own decisions.

Outcomes for children are inadequate

The weaknesses in teaching, learning and assessment impact on children's ability to make good progress. Three-year-old children have poor speaking skills and the childminder does not have high expectations for them. For example, she comments that 'they have months before they go to school'. Children lack concentration, listening and attention skills during sessions that are led by the childminder. For example, three-year-

old children join in group times for less than one minute before they get up and leave.

Setting details

Unique reference number	EY488863
Local authority	Manchester
Inspection number	10093974
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	12
Number of children on roll	16
Date of previous inspection	23 January 2019

The childminder registered in 2015 and lives in Manchester. She operates all year round, from 6am until 9pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with one full-time assistant and another assistant on some occasions.

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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