

# Childminder report

<b>Inspection date</b>	12 July 2019
Previous inspection date	8 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Good	<b>4</b> 2
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 ensured that all legal requirements are met, which puts children at risk. She has been too slow replacing documents after they were damaged due to a water burst in her home. As a result, the childminder does not have any required documents, including accident records, children's details, medication forms and attendance records.
- The childminder has not kept her first-aid certificate up to date. Furthermore, she has not updated her knowledge of wider safeguarding issues. These omissions mean that children are not kept safe from all risks.
- The childminder has not notified Ofsted of changes to household members, which is a requirement of registration. As a result, we have been unable to carry out required checks. This poses a further risk to children's welfare.
- The quality of teaching and learning is not consistently good. For example, children do not access a broad range of learning experiences that help them to learn about similarities and differences. Furthermore, the childminder is not aware of all areas of learning and development and how these support children's individual progress.

### It has the following strengths

- The childminder is kind and caring towards children, which supports their emotional well-being. Children are clearly at ease in the childminder's care as they venture confidently around her home.
- The development of children's communication and language skills is strong. The childminder is quick to identify children who need a little support with their talking, and she takes prompt action. For example, she sings songs to aid their speaking. The childminder also shares ideas with parents to reinforce children's learning at home.

## 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
obtain a relevant paediatric first-aid certificate	30/08/2019
ensure all required documents, such as accident records, children's details, medication forms and attendance records, are in place and readily available	26/07/2019
improve knowledge of wider safeguarding matters, for example by undertaking training and/or professional development opportunities.	26/07/2019

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

- ensure the quality of teaching and learning is consistently good.

### Inspection activities

- This inspection was carried out following the risk assessment process.
- The inspector observed the childminder's interaction with the children throughout the inspection.
- The inspector discussed the childminder's self-evaluation.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector considered how the childminder works in partnership with parents and others.

### Inspector

Tricia Graham

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The childminder has not addressed weaknesses in her provision, which has resulted in a number of breaches. She has not replenished damaged records to ensure a safe and efficient management of her provision. The childminder has allowed her first-aid certificate to expire, and she has not informed Ofsted of significant changes to household members. Furthermore, the childminder is not aware of wider safeguarding issues, such as the 'Prevent' duty. These breaches put children at risk. However, some aspects of safeguarding are effective. The childminder is aware of the procedures to follow if she believes a child is being abused. She also implements an effective e-safety policy which keeps children safe when they are using the internet. Since the previous inspection, the childminder has not undertaken any professional development opportunities. Overall, the quality of practice has declined.

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

There is an imbalance of learning opportunities for children. This is largely due to the childminder's lack of understanding of what the educational programme consists of and what children need to learn next. This gap is most notable in helping children to learn about people and communities and what makes them unique. Consequently, children miss out on valuable learning experiences. Where teaching is better, the childminder provides children with exciting learning opportunities. For example, children enjoy outings to places of interest, such as trips to the garden centre and visits to the petting farm. These experiences help them to understand about nature and animals. The childminder has good relationships with children and allows them to select activities of their choosing. However, activities are not always planned with clear intentions.

### Personal development, behaviour and welfare are inadequate

Children's welfare is not assured because safeguarding is ineffective and some legal requirements are not met. Nevertheless, children behave well and have a genuine bond with the childminder, who is attentive to their needs. Children are happy and settled in the childminder's care. The childminder knows children's individual likes and preferences and meets their care needs well. For example, the childminder is aware of children's individual dietary requirements. Children adopt safe play practices. For example, they tidy toys away, without any prompts, after they have finished playing. This demonstrates they understand the rules.

### Outcomes for children are inadequate

Children's learning is not consistently promoted due to gaps in teaching. As a result, they are not making the best possible progress. However, the childminder supports children's communication and language skills well, and her assessments of children's speaking are accurate. She talks to children at their level and listens to them with genuine interest. This stimulates children's vocalisations, and they are keen to express their views. The childminder is aware of the importance of preparing children for school. Although she is not currently caring for pre-school children, she has forged strong links with the local primary school.

## Setting details

<b>Unique reference number</b>	312097
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10115570
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	8 February 2016

The childminder registered in 1992 and lives in Ashton-under-Lyne in Tameside. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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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