

Childminder report

Inspection date:

9 January 2020

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder has limited knowledge of the early years foundation stage requirements. The requirements are not all met and this compromises children's welfare and progress. The childminder has a poor knowledge of matters that must be notified to Ofsted. She does not keep required information about the children in her care. The childminder does not know the local procedures for child protection well enough. She does not know who to contact if she is concerned that a child may be at risk of abuse. The childminder does not know what to do if an allegation is made against her or a member of her household.

Children demonstrate that they feel secure in the childminder's company. They join in with activities and behave well. Parents comment that the childminder sets firm, fair boundaries for children's conduct. However, the childminder does not take enough account of what children already know and can do when she plans activities. There are occasions when she does not organise and use resources effectively enough to fully promote children's progress across the areas of learning. The childminder takes children on outings that help to promote their understanding of the world. For example, a video recording shows children watching with fascination as the fish at the sea-life centre swim around the tank.

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

- The childminder does not check that her provision meets legal requirements. She does not know what information must be notified to Ofsted. For example, the childminder has failed to provide information to enable Ofsted to complete required suitability checks on everyone in the household aged 16 years and over. The childminder does not keep all required records. For example, she does not record the name and address of every child who attends and every person who holds parental responsibility for children.
- Children feel at ease in the childminder's company and welcome her participation in their play. For example, two-year-old children play with small-world toys. They demonstrate their imagination when they decide who will drive the cars and talk about where the people are going. The childminder helps to extend children's play. For example, she adds a telephone box to the scenario and joins in with pretend telephone conversations. This helps to promote children's communication skills. That said, the childminder's teaching is not consistently good. She plans some activities that are not matched well enough to what children are ready and able to learn next. This means that children are not consistently challenged to make good progress. For example, the childminder asks children to complete early writing tasks. However, she does not check that they have the physical skills that they need to attempt and complete the tasks.

- The childminder understands how children learn and develop. This is demonstrated when she takes children to the park. Their energetic play helps children to develop strength and stamina. However, sometimes, the childminder does not make the most of her play and learning resources in her teaching. For example, there are few books in the provision and these are not readily available to children. This does not help the childminder to fully promote children's literacy effectively.
- The childminder works in partnership with parents. They exchange information that helps to promote children's well-being. For example, the childminder finds out about children's allergies to particular foods. She makes sure that the food she provides is safe for them to eat. The childminder shares information with other settings that they attend. This helps to promote continuity in children's care.
- The childminder is a calm and friendly role model. She establishes rules and routines that help children to develop independence and self-control. For example, children know that they must sit still on the dining chairs to avoid accidents. The childminder teaches children to play together well and to respect other people. She helps children to recognise and value what is the same and different about individuals and groups in society.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder's knowledge and understanding of child protection matters are weak. She does not make sure that she stays up to date with changes to local safeguarding procedures. For example, the childminder does not know who to contact if an allegation that she has harmed a child is made. She does not know how to report concerns that a child may be at risk of abuse or neglect. That said, the childminder identifies and minimises risks to children's safety. For example, she checks that the public play areas that she takes children to are free of hazards, such as broken glass.

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
provide Ofsted with the information needed to enable suitability checks to be completed for anyone aged 16 years or older living on the premises	07/02/2020
gain knowledge of the information that must be notified to Ofsted	07/02/2020

gain up-to-date knowledge of local safeguarding partnership procedures and safeguarding legislation, in order to be able to respond swiftly and appropriately to signs that children are at risk of harm	07/02/2020
develop a secure knowledge of the action to be taken if an allegation is made against the childminder or a member of her household	07/02/2020
maintain written records of the name and address of each child being cared for and details of every person who has parental responsibility for that child	07/02/2020
ensure that teaching focuses precisely on what children need to learn next.	07/02/2020

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

- organise and use teaching and learning resources more effectively.

Setting details

Unique reference number	EY371366
Local authority	Stockport
Inspection number	10060117
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 February 2015

Information about this early years setting

The childminder registered in 2008 and lives in Stockport. Her provision operates all year round, Monday to Friday from 7.30am to 6pm, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan King

Inspection activities

- The childminder and the inspector discussed the children who were present and the activities the childminder had planned for the morning.
- The inspector observed activities and interacted with children as appropriate. For example, the inspector spoke with children about their drawings.
- Parents had provided written feedback about the childminder, which the inspector took account of.
- The inspector has a tour of the indoor and outdoor areas. She observed activities and discussed them with the childminder.
- Documents and records used in the provision were considered and discussed. The childminder shared digital photographs and recordings of children with the inspector.

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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