

Childminder report

Inspection date:

28 May 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children have adequate relationships with the childminder and her assistant. Reassurance is given to children when they are upset. The environment is disorganised and cluttered. Children attempt to select what they want to play with, but when they cannot find what they are looking for, they move between activities very quickly. This limits the quality of learning taking place. The childminder and her assistant offer some planned activities for children. However, the opportunities are very narrow and do not allow children to extend their learning. For example, the craft table is set up with paper, pens and stickers, and children come to this area. However, they lose interest very quickly as they are not being challenged in their learning.

Children learn to share and take turns. They practise this throughout the session with some encouragement from the childminder. Children are provided with fruit and rice cakes at snack time. They sit well at the tables and eat with their friends. Children use good manners, saying 'please' and 'thank you'. The assistant sits with children and reads them a story related to food and lifestyle. Children are encouraged to join in with the story and are able to identify some of the different foods and pictures throughout the book. All visitors are asked to wear face coverings and use hand sanitiser when they enter the setting, in response to the COVID-19 (coronavirus) pandemic. This helps to ensure that the setting is hygienic for children.

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

- The childminder is not planning a challenging and exciting curriculum for the children across all areas of learning. This means that children are not fully engaged and lack focus. As a result, there is little opportunity for children to build on what they already know.
- The quality of teaching across the setting is inconsistent. The childminder and her assistant do not identify when they can sensitively join in with children's play in order to enhance learning. The measures which the childminder has put into place to identify improvements in teaching are not yet fully effective. As a result, sometimes, children are not being offered the right support to help them to learn.
- Parents have kind words to say about the childminder and feel that she keeps them well informed about their child's time at the setting. The childminder reviews the parents' comments and makes attempts to implement improvements to the setting. For example, she has tried to introduce more opportunities for children to develop their small movements. However, the activities provided are narrow in focus and limit the children's ability to make good progress.
- Children's behaviour is generally good, and they are learning to be kind and

respectful to each other. When given instructions, they follow these with some gentle encouragement. However, children are not adequately being taught how to look after the toys and resources and tidy them away after playing with them. As a result, toys are disregarded on the floor and repeatedly walked over.

- Children's communication and language are supported during some activities. The childminder sings familiar nursery rhymes and uses books and props to talk to the children about the sounds farm animals make, and the food they produce. The childminder introduces new vocabulary as she helps children to learn about where milk comes from and how sheep wool is used to make clothes.
- Children's emotional well-being is adequately supported. They are comforted by the childminder and her assistant when they are unsettled. The assistant uses books to help to calm children. During the stories, the assistant pauses and allows children an opportunity to comment on the pictures. This encourages them to use their imagination.
- Children enjoy singing, moving and using musical instruments. They are using different movements to support their physical development. Children are provided with a short amount of time to play outside, where they enjoy blowing bubbles and trying to catch them.
- Children are beginning to develop an understanding of the world around them, such as learning about people who help us. They are delighted when the postman arrives with a delivery of letters which they had recently written and posted at the local post box. Children talk about the journey that their letters had taken and the role of the postman.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding arrangements are in place. The childminder and her assistant are appropriately trained in safeguarding and understand how to identify when children are at risk and how to make referrals. The environment is risk assessed at the start of the session. Some risk assessments are carried out throughout the session, for example before the children go outdoors to play. However, the childminder does not adequately risk assess the indoor environment during the session. Therefore, hazards on the floor, such as toys and resources, are not identified and children repeatedly trip and fall over these.

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
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ensure that risk assessments are completed and all reasonable steps to remove, minimise and manage risks are taken, with particular regard to risks associated with trip hazards.	25/06/2021
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To further improve the quality of the early years provision, the provider should:

- improve the planning of the curriculum to ensure children have access to meaningful experiences and challenging activities, indoors and outside, that build on what they know and can do
- enhance the quality of teaching to ensure that the childminder and the assistant understand the areas of learning to enable them to provide appropriate support to children, to help them make good progress
- support the assistant to ensure that she is accessing appropriate professional development to enable her to work independently with the children and enhance their learning.

Setting details

Unique reference number	EY555073
Local authority	Salford
Inspection number	10174538
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in the Broughton area of the borough of Salford. The childminder provides childcare each weekday, all year round, except for family holidays. She holds an appropriate early years qualification at level 3. The childminder employs an assistant.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector reviewed parent feedback provided.
- The inspector observed the indoor and outdoor environment.
- The inspector held discussions with the childminder throughout the inspection.
- The childminder and the inspector carried out a joint observation.
- The childminder and the inspector completed a learning walk of the setting.

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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