

# Childminder report

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Inspection date:

18 August 2021

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## **Overall effectiveness**

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## **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 are happy, sociable and secure in the childminder's home. They independently choose what they would like to play with from a wide selection of toys. Children behave positively and respond well to the childminder's instructions. However, the childminder does not check what children already know and can do well enough. This means she does not always know what children need to learn next and how to help them make the best possible progress across all areas of learning. For example, the childminder offers children different activities to choose from, such as sand and water play, painting, and an animal puzzle bead maze. During these activities the childminder focuses most of the teaching on counting, quantity and identifying colours. However, the children demonstrate they already have this knowledge and understanding, yet the childminder continues to repeat similar questions about colours and counting. The childminder does not provide appropriately challenging learning opportunities for children.

As a result of COVID-19 (coronavirus) pandemic, the childminder has introduced hand washing procedures for all children and visitors upon arrival to her home. However, children are not routinely washing hands before eating food. The childminder does not consistently demonstrate that she takes necessary steps to prevent the spread of infection. Children are provided with homemade hot food at lunchtime, along with healthy snacks, such as fruit. Children visit the local park regularly where they can climb on the apparatus and practise their physical skills. This contributes to children's healthy lifestyles. The childminder takes children on outings in the area, such as visiting a local cathedral and a duck pond. This helps children to learn about their community and surroundings.

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

- The childminder considers children's interests when setting up the play environment. However, she does not understand how to plan activities that match the children's capabilities and appropriately challenge them. Although children have good levels of knowledge for their age in recognition of numbers and colours, children do not consistently experience a sufficiently broad and balanced curriculum. As a result, children's progress across all areas of learning is limited.
- The childminder engages in simple conversations with children and uses characterful expression in her tone of voice when taking part in children's play. This helps children to learn to communicate with others. The childminder joins in with children's play following their lead. For example, when a child wants to make pancakes in the sand, the childminder offers to help. This supports children to engage in play for longer periods of time.
- When children succeed in doing things, the childminder provides praise. For

example, she says, 'You are a genius' when children say the correct colour name. This promotes children's confidence and self-esteem.

- The childminder identifies when children would benefit from toilet training and this is done in partnership with parents. However, the childminder's intentions and plans for toilet training are not implemented. As a result, children's personal care needs are not consistently met.
- Children confidently use number names when prompted by the childminder and have many opportunities to hear and practise mathematical language. For example, the childminder asks children questions about the relative size of mummy duck and baby duck. Children are encouraged to recognise the quantity of objects they discover when digging in sand.
- Parents comment that they find the childminder is supportive of their needs. Parents have good relationships with the childminder. They are told what their children have learned and feel their children are safe and making progress in their learning.
- The childminder completes some online and face-to-face training courses. However, the childminder does not make effective use of professional development opportunities to enable her to provide a good quality of education for all children who attend her setting.
- Prior to the inspection, the childminder failed to notify Ofsted of a positive COVID-19 result within her home and of a resident in her home turning 16. However, she has taken action to address this and demonstrates she now fully understands the responsibilities of her Ofsted registration.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a broad understanding of her responsibilities to safeguard children. For example, she knows the importance of sharing information if she has concerns about the welfare of a child. She has learnt about the 'Prevent' duty and female genital mutilation. The childminder assesses risks to children in the environment and has completed a risk assessment for the wooden cabin she has recently starting using for children to play and learn in. The childminder makes appropriate adjustments to the environment to reduce hazards identified. For example, the childminder has removed trip hazards and provides children with a step to safely enter and exit the wooden cabin. The childminder uses her car frequently and ensures all children are using appropriate car safety seats. The garden has artificial grass which enables children to safely play outdoors in most conditions.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
use assessment to precisely identify what children know and can do and to plan for specific next steps in children's learning	30/09/2021
plan purposeful activities that build on what children know and can do and provide appropriate challenges for all children, across all areas of learning.	30/09/2021

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

- use professional development opportunities to enable you to provide quality learning experiences for children, across all areas of learning
- ensure plans for toilet training are implemented to help children make the best progress in managing their own personal care needs
- improve the organisation of hand washing at mealtimes, to encourage all children to follow good hygiene routines and prevent the spread of infection.

## Setting details

<b>Unique reference number</b>	EY553428
<b>Local authority</b>	Salford
<b>Inspection number</b>	10174267
<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 at time of inspection</b>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in the Lower Broughton area of the Borough of Salford. She provides childcare each weekday from 7am to 6pm, all year round, except for family holidays.

## Information about this inspection

### Inspector

Dee White

### Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The inspector and childminder discussed how the environment is set up. The childminder and inspector discussed the curriculum she offers.
- The inspector evaluated activities with the childminder and discussed the quality of education and learning opportunities she provides.
- Parents were spoken to and their views were taken account of.
- The inspector observed the children at play and during daily routine activities and tracked their experiences and learning.
- The inspector reviewed documentation, including paediatric first-aid certificates and insurance certificates.
- The inspector checked evidence of the suitability of the childminder and household members.

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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