

Childminder report

Inspection date: 17 August 2021

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not have high enough expectations for children. Children's behaviour is poor which impacts on the safety of others. The childminder's attempts to resolve conflict are not effective. Children are unsure of how to demonstrate self-control and become frustrated with each other if they cannot play with what they want. They get bored easily and disrupt the play and learning of others. For example, they intentionally knock down towers that others have spent time building. Although the childminder has a well resourced setting and plans lots of activities for children, there are very broad in focus. The childminder interacts with the children and asks them lots of questions. However, these are not always linked to children's play and interrupts their learning. As a result, children lose interest and move on.

The childminder has made alterations to her setting in response to the COVID-19 (coronavirus) pandemic. Children are dropped off and collected from the door. Children part with ease from their parents and happily enter the setting. The childminder implements effective precautionary infection control measures and asks all visitors to wash their hands before entering the setting. She encourages the children to wash their hands regularly throughout the session to promote good hand hygiene practices.

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

- The curriculum is not sequenced or planned to effectively meet the needs of children. Therefore, children are not benefiting from meaningful opportunities and experiences across all areas of learning. The learning intentions planned are rigid and do not build on what the children already know and can do. For example, children show a real interest in filling and emptying containers with sand. However, the childminder is too focused on getting children to count and identify number. Consequently, children are frequently distracted and lose interest in their learning.
- The childminder identifies gaps in learning, such as delays in speech development. However, she does not have plans in place to support these children. The childminder does not repeat words to model the correct pronunciation to children. Children show some curiosity in books, but lose interest before the childminder begins reading to them. Therefore, children are not making sufficient progress with their communication and language development.
- Children's behaviour and attitude to learning is poor. The childminder has set rules in place. Despite continuous reminders, some children struggle to follow these. Some children lack engagement in activities. This creates a disorderly environment and puts others at risk. Children push others out of their way and

off chairs. They snatch and throw toys at each other and get angry with the other children. Children are rude to the childminder and show a lack of respect towards her. The frequent need to address poor behaviour means that quieter children do not receive the same level of attention as others. These children play alone for the duration of the session.

- Children have ample opportunity to play outside. They are able to play on slides as well as run around. Children enjoy playing in the mud kitchen and have fun jumping in puddles. Therefore, children are getting daily fresh air and physical exercise. The childminder provides children with healthy home-cooked meals and keeps parents informed by sharing menus. Children go on trips to the local and wider community where they can explore the environment and get involved in nature and bug hunts.
- Children are learning about different cultures through activities. For example, they learn about the Spanish festival where they explore the celebrations and Spanish language. Therefore, children are beginning to learn about similarities and differences between themselves and others.
- The childminder has undertaken some professional development and attends regular training courses. However, this is not focused effectively to support children who are working below expected levels. Therefore, children are not making adequate progress for their age. The childminder reflects on activities, however, she does not identify areas for improvement in her practice. Consequently, the learning intentions identified are not appropriately supporting children with their development.
- Parents speak positively about the setting and the childminder. They feel that they are kept well informed about what their children are doing in the setting so they can continue this at home.
- The childminder is aware of the role and responsibilities of other professionals. However, she does not make referrals for children with special educational needs and/or disabilities in a timely manner. Therefore, these children are not receiving early help and are not prepared for their next stage in learning, in particular their move to school.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not fully understand her role and responsibility for referring safeguarding concerns to the correct agencies. The childminder is trained in safeguarding, however, this is not effective. The childminder does not identify possible signs and symptoms of abuse and neglect at the earliest opportunity. This has a significant impact on the safety and well-being of the children in her care. The childminder has risk assessments in place and regularly checks the environment for hazards and removes or minimises these. The childminder is trained in paediatric first aid. She is aware of how to administer first aid in an emergency and records accidents correctly.

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
develop a curriculum that is ambitious and sequenced to meet the individual needs of children and promotes a defined focus on their learning	31/08/2021
implement behaviour management strategies to help and support children to understand what is and is not acceptable behaviour and to ensure the safety of other children	31/08/2021
ensure that support is promptly accessed for children who may be behind in their development to help narrow the gaps in their learning	31/08/2021
ensure safeguarding policy and procedures are followed correctly and all concerns about the safety of children are referred to the correct agencies in a timely manner.	31/08/2021

Setting details

Unique reference number	EY554141
Local authority	Manchester
Inspection number	10175036
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2018 and lives in Newall Green, Wythenshawe. She operates all year round Monday to Wednesday from 7.30am to 5.30pm.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector and childminder carried out a learning walk and discussed curriculum intent.
- The inspector observed the children playing and interacting with each other and the childminder.
- The inspector and the childminder carried out a joint observation.
- Safeguarding discussions were held between the inspector and the childminder.
- Leadership and management discussions were held between the inspector and the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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