

Childminder report

Inspection date: 5 January 2022

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

Children are not safe and well protected. This is due to ineffective risk assessments and the poor implementation of policies and procedures. For example, highchairs are used when the harness is broken. Children slip through the gap and become stuck. Hygiene practices, such as sanitising the changing area, are not consistently implemented. Children are changed on a changing mat that is unclean, which puts them at risk of cross-infection.

The quality of education and curriculum planning are weak. The childminder wants to provide a good-quality childcare service. However, she is unclear what individual children need to learn at present and how to best support their progress. Furthermore, the childminder does not ensure that her assistants deliver good-quality teaching. Children receive little interaction, which means they do not have good opportunities to develop their communication and language skills. Children lack enthusiasm for learning. Activities are uninteresting and children spend a large amount of time wandering around aimlessly or using limited resources to aid their free play.

Children are unaware of the expectations for behaviour as they receive inconsistent messages from the childminder and her assistants. This occasionally results in poor behaviour. For example, children climb onto furniture, snatch toys and even try to hit out at the assistant. Children shout loudly and scream at their peers. That said, children enter happily and even new children are settled. As a result of the COVID-19 pandemic, parents drop-off and collect children at the front door. Children show some understanding of routines. They take off their coats and shoes when they arrive. Children comply as the childminder takes their temperature to ensure they are not infectious.

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

- The childminder does not ensure that toys and equipment are safe and age appropriate for children to use. Older children are placed in highchairs, which are designed for younger children. These highchairs have not been checked to ensure they are safe and suitable. Furthermore, some children are seated separately from others. This means they do not benefit from opportunities to interact and to develop good social skills during mealtimes. Toys are sparse and are not used to meet individual children's learning needs. This leads to frustration and impacts negatively on children's behaviour and motivation to play and learn.
- The childminder has low expectations for children's learning and does not have a clear intent for her curriculum. Children are not motivated to learn and do not make good progress. For example, activities are pitched incorrectly. The

childminder does not ensure that children have the prior knowledge to be able to make sense of new information that she provides.

- Children's learning is further hindered due to gaps in the curriculum. The childminder follows a structured routine, which is not adapted to meet the individual learning needs of all children. All children speak English as an additional language. Some do not yet have the skills to be able to recognise and name body parts, such as eyes, head and face, in English. They are asked to make models using dough and include these body parts. However, the activity is poorly taught and is too challenging to help children to remember the names of different body parts that are introduced to them.
- Children have a lot of time to play independently. However, they are not provided with good-quality resources and equipment to enable them to lead their own play. When the childminder is delivering activities, such as singing or a story session, the enthusiasm and motivation levels improve. However, other factors continue to detract from children's learning. For example, the television is on continuously and the volume is high. This means that children are unable to maintain attention and easily lose interest. This also impacts on their ability to listen and speak, which contributes to weaknesses in the promotion of communication and language.
- Support for assistants is not good enough. The childminder has not ensured that assistants have the necessary skills and knowledge to fulfil their role. For example, training focuses on mandatory learning, such as paediatric first aid and child protection. There is a lack of focus on teaching and education. There are times when children receive limited interaction. The childminder has not ensured that her assistants have a good enough command of English to allow them to promote children's communication and language development to a good level.
- Children's health is compromised. The childminder does not follow robust hygiene routines, such as ensuring the nappy-changing area is cleaned in between nappy changes. Although the childminder wears plastic gloves, she does not wash her hands in between nappy changing. This does not help to teach children positive hygiene practices and increases the risk of cross-infection.
- Due to the lack of stimulation and unclear expectations for their behaviour, children display some negative behaviour. This includes shouting, snatching toys and hitting out. This behaviour is often ignored and children are not taught that this is unacceptable. Some children do not follow instructions. For example, when they are asked to line up before outdoor play, they are unwilling to remain in the line. These rules are not enforced or explained. Therefore, children are unclear of what is expected from them. That said, older children attempt to comfort younger children with a cuddle when they are upset.
- Before children start, the childminder visits them at home so they become familiar with her. The childminder and her assistants are able to speak and sing to children in their home languages. This supports children to make a smooth transition into the setting, if they speak English as an additional language. Children approach the inspector with confidence. They show that, overall, they are secure and content in the care of the childminder and her assistants.
- Self-evaluation has not identified gaps in knowledge or weak practice. The

childminder is able to identify some of the strengths in her provision, and she has welcomed support from the local authority adviser. However, this has had little impact. The childminder has not identified gaps in her curriculum or in the weaknesses in relation to children's safety and welfare.

- The childminder keeps parents updated about their child's day using an online system. However, the childminder does not gather information about children's skills and levels of development at the start in order to support their learning from the outset. Nonetheless, parents speak positively about the childminder and her assistants. Parents have recorded complimentary video messages, praising the care the childminder and the assistants provide. They particularly appreciate the childminder collecting children from their homes.
- The childminder and her assistants are kind and friendly. They provide freshly prepared nutritious meals. Children benefit from fresh air in the garden each day. This contributes towards their physical well-being.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not identify all potential risks to children's safety and well-being. She does not hold valid public liability insurance as required. Despite these weaknesses, the childminder and her assistants can identify some of the different types and signs of abuse. They know the correct action to take to report those concerns. The childminder ensures that her assistants have the contact details to make a referral to the local authority if they have concerns that a child is at risk of harm. There is a clear whistle-blowing policy. This is used to report concerns about the conduct of any adult who lives or works on the premises.

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
improve risk assessment to identify all possible hazards and ensure that equipment and resources are age appropriate for use by children and suitable, and children are kept safe	07/02/2022
obtain and maintain valid public liability insurance	07/02/2022
implement effective hygiene procedures and practices to prevent the spread of infection	07/02/2022

plan a suitably challenging curriculum to meet the individual needs and interests of all children and that supports their progress across all areas of learning, particularly their communication and language development	07/03/2022
ensure assistants have a good enough command of English to be able to promote children's communication and language in English	07/03/2022
obtain information from parents about children's skills and capabilities on entry, and use it to promote their learning and development right from the start	07/03/2022
improve self-evaluation and professional development so that weaknesses in teaching and understanding of the curriculum are identified and immediately addressed.	07/03/2022

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

- monitor the quality of the curriculum and ensure that children receive a good standard of education that helps them to make good progress
- be clear in expectations for behaviour so that children understand the consequences of their actions and behaviour is managed more consistently
- improve the range and quality of resources provided to allow children to lead their own play and learning and make independent choices
- limit distractions in the environment and help to support children's ability to listen and maintain attention.

Setting details

Unique reference number	2547208
Local authority	Oldham
Inspection number	10218147
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	0 to 9
Total number of places	18
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the Shaw area of Oldham. She provides childcare each weekday from 7.30am to 7pm, all year round, except for family holidays. The childminder works with up to two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- This was the first routine inspection the childminder 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 quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector viewed the premises, and the intent of the curriculum was discussed.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of assistants and household members.
- Children and the assistants were spoken to when appropriate.
- The childminder and inspector held ongoing discussions throughout the inspection.
- The inspector took account of feedback from parents.

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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