

Childminder report

Inspection date:

27 January 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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's health and safety is compromised because the childminder has not ensured that risk assessments are effective. Hazards in the environment have gone unnoticed. For example, trip hazards in the kitchen and on the staircase. Broken furniture is not removed and remains in areas that children have access to. Heavy items, such as tin cans, are stored on shelves within children's reach. Children do not receive a healthy and nutritious diet. Record keeping is poor. The childminder does not hold the required documentation for each child in her care. She does not keep an accurate record of children's hours of attendance. This may place children at risk of harm, in the event of an emergency situation.

Despite this, children develop a strong relationship with the childminder. The childminder provides a caring environment. She provides young children with a lot of individual attention. Children are at ease with the childminder and their close bonds are evident. Children are starting to listen to the childminder's instructions. For example, they tidy away the construction toys when they have finished building a tower. However, sometimes the childminder's expectations for children's behaviour are unclear. This leads to confusion as children do not know what is acceptable. They are praised when they do not do what is asked of them.

The childminder does not allow parents into the setting, due to the COVID-19 pandemic. However, children have their shoes sanitised and then settle quickly on arrival. They confidently seek out toys in the play room that capture their current interest in technology. Children eagerly 'play the piano'. They press the keys and the star button. Children happily smile as they operate the electronic toy and play a favourite nursery rhyme. Overall, the childminder knows what she wants children to learn. Many of the activities and experiences are interesting to children. Particularly, the regular outings to the donkey sanctuary and local park. However, the childminder does not concentrate enough on what children need to learn right now. She does not consistently promote what they need to learn next, to help children to make the progress that they are capable of.

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

- The childminder does not ensure that all records are available and accessible. She does not maintain required documentation with information for each child on roll. This does not help to ensure the safe and effective management of the setting and compromises children's safety.
- Children do not use the garden. The childminder has identified that the outdoor area is currently unsuitable for children. However, the childminder has failed to implement effective risk assessments to keep children safe when indoors. This means that children's safety is not assured inside the setting. For example, there

are trip hazards from damaged and uneven flooring in the kitchen and loose carpet on the staircase. An unstable wooden door is propped up in the kitchen. Heavy items are stored on shelves within children's reach. Any of these could easily fall, causing an injury to a child.

- The childminder does not keep an accurate record of children's hours of attendance. This could place children at risk of harm in the event of an emergency situation. Furthermore, in the event of an allegation being made, the childminder is unable to demonstrate when children have been in her care, or the care of someone else.
- The childminder does not always give enough consideration to the purpose of activities. Sometimes they lack focus which does not help children to make the best progress possible. The childminder does not always plan learning experiences that build on children's prior knowledge and take account of their learning needs. In the main, activities such as exploring in sand, interest and engage children. However, these experiences are not used well enough to give children the knowledge that they need to learn next. The childminder often gives new information, without making sure that children understand and can make sense of what she is teaching them.
- The childminder has a soft and nurturing approach. She interacts with children respectfully and tells them that they are 'a shining star'. However, although children are constantly praised, they do not understand why rules are in place. This is because the childminder rewards children when they do not follow instructions and praises them, when they do not respond to her requests. Children do not learn what is acceptable or unacceptable behaviour. Children are asked not to stand on toys. However, the childminder does not explain the reason for this request, or teach children that their actions have consequences.
- The childminder knows children and their families very well. Parents comment that they are fully informed about their children's day. They know which activities children have enjoyed. Parents speak extremely positively about the childminder and the service she provides. Parents comment that the childminder shares activity ideas, such as painting, for them to do with their children at home. They say they feel relaxed and confident when children are in her care.
- Young children are provided with a white board and coloured pens. They enjoy making marks and wiping the marks away. Activities, such as these, help children to develop some of the skills needed in preparation for early writing and learning in school.
- The childminder does not support parents enough to encourage children to make healthy food choices. For example, the childminder does not always discourage parents from providing food and snacks that contain high levels of sugar. This does not support children to develop an awareness of healthy lifestyles.
- The childminder receives some support from the local authority and attends a regular childminder forum. She keeps up to date with any national or local changes to policies and procedures, and accesses mandatory training. The childminder evaluates her own practice. She has reduced the level of paperwork shared with parents and now provides mainly verbal feedback. This has a positive impact and all parents comment they are better informed.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is compromised because risk assessments are not effective. Furthermore, the childminder does not keep required documentation and records. That said, she knows the different types of abuse and is alert to any signs and symptoms that might indicate a child is at risk of harm. The childminder understands her responsibility to refer concerns to the appropriate agencies. The childminder also knows how to identify children who are at risk of extreme views and beliefs. She is aware of the need to protect children from bullying. There are policies in place to ensure that children are unable to access any inappropriate online materials. The childminder and assistant both hold valid paediatric first-aid qualifications. This means that they are able to respond to any minor accidents or injuries to a child, in the setting or on the walk to take older children to school.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

| | Due date |
|---|------------|
| improve risk assessment and ensure procedures help to identify and address potential risks to children and keep them safe | 11/02/2022 |
| record and maintain information for each child in your care: full name; date of birth; name and address of every parent and/or carer and any information about who has parental responsibility for the child; which parent the child normally lives with; and emergency contact details for the parents and or carers | 11/02/2022 |
| keep an accurate written record of children's daily hours of attendance | 11/02/2022 |
| ensure that required information and records are easily accessible and available at all times. | 11/02/2022 |

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

- provide an ambitious curriculum that builds on what children already know and can do and consistently promotes their next steps in learning
- implement consistent behaviour management methods, which help children to understand expectations for acceptable behaviour
- work with parents to ensure they understand the importance of and provide children with healthy foods to eat at the childminding setting.

Setting details

| | |
|--|---|
| Unique reference number | EY556404 |
| Local authority | Manchester |
| Inspection number | 10175185 |
| 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 14 |
| Total number of places | 12 |
| Number of children on roll | 16 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2018. She operates from Monday to Sunday, between 8am and 6pm, all year round, with the exception of family holidays. The childminder occasionally works with an assistant.

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 her assistant and household members.
- Children 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022