

Childminder report

Inspection date: 23 March 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

The childminder does not have a secure understanding of how to keep children safe and healthy. There are hazards within the environment, such as small items that can be swallowed by babies and broken toys that could cause an injury. This puts children's well-being at risk. However, children are, in the main, content in their surroundings. They form bonds with the childminder and seek her out for a cuddle if they are upset. Children use manners and are caring towards each other. For example, older children pass babies rattles and kiss them on the hand.

Children do not experience stimulating activities that are suitable for their stages in learning or interests. They are not challenged or encouraged to extend their thinking skills. For example, children are not provided with enough equipment, such as writing tools, to use during activities. Their creative skills and ability to make a variety of marks are hindered. As a result, they become disengaged within activities, lose concentration and sometimes misbehave.

Children are confident to communicate with each other and the childminder. Children whose first language is not English are supported to develop new vocabulary. The childminder repeats words back to children if they mispronounce them, to support their understanding of language.

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

- The childminder does not successfully identify risks to children in her provision. For example, children put small items in their mouth that could lead to choking. They access the outdoor area where there are broken items, and toys with large amounts of standing water in them. In addition, the childminder does not always promote good hygiene practices. For instance, children's hands are not always washed prior to eating. This is not a sufficient infection control measure. As a result, children's safety and well-being are compromised.
- The childminder does not plan a curriculum that meets all children's learning needs and interests. Children do not take part in interesting activities or concentrate during their play. For example, during outdoor play, babies are left for long periods of time on the grass without any toys. As a result, children cannot engage in learning. Furthermore, older children often become disruptive with other children when they have nothing of interest to play with.
- The childminder does not have effective teaching skills or age-appropriate resources to help support all children to make good progress. For example, older children and babies all play with the same electronic toys. Older children do not gain any new knowledge from these resources. They are not encouraged to take part in challenging activities that suit their abilities. Their ability to learn is significantly impacted. Children do not concentrate during play.

- Partnership working is not effective. The childminder does not share or gather information from other settings that children attend. She does not work with other professionals to support children's care, learning and development needs. As a result, identified progress or health concerns are not quickly resolved for children.
- Parents are happy with the bonds they form with the childminder. They understand that they can talk to her about any care needs for their child. The childminder has decided to use electronic communication for parents since the COVID-19 pandemic, in order to make them aware of the activities their children partake in. However, she does not regularly share their children's progress and next stages in learning to help engage parents in continued development at home.
- The childminder offers children fruit at snack time. Although this is good for them, they are not consistently offered healthy food or drinks. For example, the childminder gives young children juice to drink through a straw-lidded bottle. This does not support good oral health.
- Children go on regular outings with the childminder, for example to local community groups, where they can make new friends. This helps support their social skills and build an awareness of other people.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a secure understanding of child protection issues. Although she has attended safeguarding training to gain some awareness of some signs of abuse, she can not demonstrate knowledge of the 'Prevent' duty or additional risks to children. The childminder does not have an up-to-date safeguarding policy that contains local authority reporting procedures. Although the childminder has a relevant first-aid certificate and knows what to do if children have an accident, she does not remove all risks to children in her setting. She does, however, encourage children to tidy up their toys to make the space in the playroom safer for play.

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 understanding of assessing risks to ensure that children always access a safe environment	15/05/2022

extend understanding of child protection issues, including the 'Prevent' duty, to ensure key indicators of abuse can be identified	15/05/2022
plan challenging activities for each child to help them learn across the curriculum and help them make good progress	30/06/2022
develop teaching skills that support and extend children's learning during play	30/06/2022
build relationships with other settings that children attend to improve the two-way flow of information about a child, in order to support assessment and children's development	30/06/2022
consistently share information and engage with parents about their children's progress and next steps in learning	30/06/2022
ensure there are written policies and procedures in place to safeguard children, that are in line with the current guidance of the local safeguarding partnership	15/05/2022
increase opportunities that help children to learn about hygiene routines and experience a healthy lifestyle	30/06/2022
support children to manage their behaviour towards each other during play.	30/06/2022

Setting details

Unique reference number	EY556747
Local authority	Oldham
Inspection number	10175059
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Oldham. She operates all year round, from 6.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachel Waterhouse

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 her evaluation of the setting.
- The childminder led the inspector on a learning walk to show how she organises the areas used by the children and to discuss her aims for the early years curriculum.
- The inspector observed the interactions between the childminder and children, and assessed the impact that this is having on children's care, learning and development.
- The inspector and the childminder completed a joint evaluation of an activity.
- Parents' views were taken account of by the inspector through verbal discussions.

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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