

Childminder report

Inspection date:

31 March 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not Met (with actions)

What is it like to attend this early years setting?

The provision is inadequate

Breaches of requirements impact on children's safety and well-being. The childminder chooses to seat children at a tall breakfast bar for meals. The seats children use have no safety straps or protective measures, despite being at a considerable height. In addition to this, children are not adequately supervised while using the stairs. These unidentified risks leave children open to potential injury.

Despite this, children feel happy with the childminder, they show confidence in new social situations. Children show real attachment to the childminder and their peers. They gather around the childminder and joyously sing 'e-i-e-i-o' during a story about 'Old MacDonald'. They apologise to one another when they accidentally cause upset. Young children show maturity beyond their years as they share and consider their friends' feelings. The childminder supports all children to develop an understanding of how their actions can affect others. This helps to create a harmonious environment.

Children listen attentively and express themselves well. The childminder holds high expectations for all children. This reflects in their behaviour and attainment. Children know to line up and wash their hands before meals. They eagerly fulfil these requests and are rewarded with genuine praise from the childminder. This supports their growing levels of self-assurance. Children excitedly tell the childminder, 'You make me so happy'. They show that they feel settled and content in her care.

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

- The childminder does not maintain a register of children present on the premises. This means, in the case of an emergency evacuation, there is no up-to-date information about children in attendance. In addition to this, although risk assessments are completed, the childminder does not identify some hazards. Children rush up the stairs without supervision and bounce back down in a playful manner. The childminder seats children on high stools with no harnesses for meals. These risks pose a potential chance of injury to children which could be avoided.
- The childminder provides a good quality of education. Children benefit from this and make good progress in their learning. The childminder knows children well. She recognises their unique interests and levels of development, and uses these to tailor activities effectively. This helps children to feel fully invested and intrigued by the curriculum. For example, children explore their growing vocabulary as they excitedly attempt different animal noises. They giggle at one another and praise each other's efforts. The childminder successfully helps

quieter children to feel fully engaged in activities. Children show that they appreciate this by getting stuck in and smiling broadly.

- Parents appreciate the childminder. They feel involved in her decision-making processes. The childminder works hard to help parents feel involved in their children's development and experiences at the setting. Parents have high levels of confidence in her. They value that the childminder works closely with them to rectify any issues.
- Children behave well. Although they are still learning how to consider the feelings of their friends, they offer sincere apologies when they upset a peer. The childminder gently supports children to recognise the impact of sharing, turn taking and kindness. This helps children to make informed decisions regarding how they can accommodate their friends. Children freely cuddle one another and check their friends are feeling ok. The childminder recognises the value of these actions and praises children for their maturity.
- The childminder regularly considers her own practice. She evaluates her strengths and areas for development. The childminder has made considerable progress since her last inspection, especially with regard to the quality of education provided for children. She has enriched her knowledge and gained skills to help raise the standards of provision. However, some weaknesses remain unrecognised. The childminder does not have the depth of knowledge needed to help keep children safe.
- The childminder supports some aspects of children's personal development well. She provide nutritious, balanced meals and encourages children to try new, healthy foods. Children taste pineapple and give their detailed reviews. They share that it is 'tangy' and 'sweet' and excitedly comment on how it 'makes my lips feel funny'. Children know to wash their hands before eating. This is a helpful skill, especially for children moving towards primary school.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a strong enough understanding of her roles and responsibilities in helping to keep children safe. She has a basic understanding of the signs and symptoms which may indicate a child is being abused or neglected. However, the childminder does not fully understand the procedures she must follow in line with the Local Safeguarding Children Partnership. She is unsure of the agencies to inform should a child disclose abuse or an allegation be made against a member of her household. Although the childminder completes risk assessments, she fails to identify and address some prominent hazards in the environment. As a result, children are not protected from potential harm to a suitable standard.

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
implement robust risk assessment systems to identify and minimise all potential hazards to children, particularly with regard to the use of high bar stools as children's seats and the safe use of stairs	10/05/2022
maintain an accurate record of children on the premises and the hours they attend	10/05/2022
improve knowledge of how to keep children safe and the correct safeguarding procedures to follow in line with Local Safeguarding Children Partnership guidelines.	10/05/2022

Setting details

Unique reference number	EY358245
Local authority	Rochdale
Inspection number	10193770
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	3 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 December 2018

Information about this early years setting

The childminder registered in 2007 and lives in the Middleton area of Rochdale. She operates all year round from 6.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She offers funded early education for three-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

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 childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The inspector and the childminder completed a learning walk together to discuss the childminder's intentions for children's learning.
- The quality of education being provided was observed by the inspector, indoors and outdoors, and she assessed the impact that this was having on children's learning.
- A joint observation was carried out by the childminder and the inspector.
- Relevant documentation was scrutinised by the inspector.

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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