

Childminder report

Inspection date:

22 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and safe at this setting. While there have been some changes due to the COVID-19 pandemic, children adapt well. For example, they part from their parents with ease at the entrance and settle quickly, showing that they are comfortable in the childminder's care. However, the childminder has not ensured that the overall quality of her provision is good.

Weak curriculum planning and inconsistent interactions mean that children do not always engage in purposeful play. They sometimes lose interest in the activities the childminder provides. Children are not receiving a good quality of education. Although there are several weaknesses which require improvement, there is some positive practice from the childminder that supports children's care and well-being. Children show that they do want to learn and they make some progress in their learning. For example, children throw and kick balls in the outdoor area and chase bubbles to stamp on them. Indoors, children build towers using small construction blocks. Babies crawl and pull themselves up using low-level furniture. They show an interest in pressing the buttons on cause-and-effect toys.

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

- The childminder has not ensured that her setting meets all the requirements of the early years foundation stage. For example, she does not display the current certificate of registration. This inspection has highlighted a number of areas which need to improve. That said, the childminder demonstrates a positive attitude and a capacity to remedy these shortfalls and improve standards.
- Children have access to a variety of toys to promote their learning and development. However, much of their learning is incidental. This is because the childminder has not thought carefully about what she intends children to learn. She has not planned the curriculum to progressively build on what children already know and can do, and what they need to learn next. For example, young children are expected to tell the time and to recognise numbers which they are not familiar with. This means that children do not always make the progress of which they are capable.
- The childminder explains that she focuses on promoting children's communication and language development. Sometimes, she asks children questions to prompt their thinking and begin short discussions. That said, these conversations are limited in number, and there is often little interaction with babies. In addition, the childminder and her assistant model words incorrectly. This means that they are not supporting children to develop their communication, language or thinking skills to a consistently good level.
- Overall, children are confident. They are capable of being kind and considerate, and of playing well alongside other children. They remember to use good

manners. That said, the childminder and her assistant do not consistently follow behaviour management procedures to fully promote children's good behaviour. For example, they do not always challenge children when they throw toys across the room. Some children do not always follow the instructions given to them.

- The childminder encourages children to develop their independence by putting on their own socks and shoes in readiness for playing outdoors. Children eat home-cooked nutritious food. However, the childminder and her assistant do not ensure that good hygiene practices are consistently followed. For example, children do not always wash their hands before eating, or after they have been to the toilet. In addition, children cough and are not taught to cover their mouths. The childminder, on occasion, allows children to eat snacks which they drop onto the floor.
- The childminder shares information and pictures with parents to inform them about their children's day. She shows a good understanding of how, and when, to liaise with external professionals, such as health visitors and speech therapists. However, the childminder does not make links with schools and the other settings that children move on to. This does not support continuity in children's learning or care.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Robust procedures are carried out to ensure that all adults living or working on the premises are suitable to do so. The childminder and her assistant know how to keep children safe and protected from harm. They know the referral procedure and understand the steps to take in the event of an allegation against themselves or a household member. The childminder and her assistant know what to do if they were to have concerns about children's welfare. They complete safeguarding training and understand issues, such as county lines and child sexual exploitation.

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
ensure that the current certificate of registration is displayed at all times	22/07/2022
ensure that the childminder and the assistant consistently follow robust hygiene routines, to support children's good health and prevent the spread of infection.	22/07/2022

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

- develop further a well-sequenced and ambitious curriculum, setting out the progressive steps, skills and knowledge that children need to acquire
- strengthen interactions with children to promote their communication, language and thinking skills to a consistently good level
- provide children with clear and consistent expectations regarding their behaviour, so that they understand and follow what is expected of them
- establish links with schools and the other settings that children move on to, to support continuity in children's learning and care.

Setting details

Unique reference number	2530921
Local authority	Oldham
Inspection number	10215113
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 10
Total number of places	12
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Oldham, Lancashire. She operates Monday to Friday, 6.30am to 5pm, all year round, except for family holidays. The childminder holds an early years qualification at level 3. She employs an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

David Lobodzinski

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 his evaluation.
- The childminder and the inspector had a learning walk and tour of the premises.
- The inspector observed the interactions between the childminder, the assistant and children throughout the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder, the assistant and children.
- An observation of an activity was carried out, and the inspector and childminder discussed this afterwards.
- Relevant documentation was reviewed by the inspector, including evidence of the training of the childminder and her assistant.

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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