

Childminder report

Inspection date: 20 May 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not assured due to the childminder's failings to adequately risk assess some aspects of her care practices. For example, safety harnesses are not used on high chairs. The childminder does not recognise the possible choking hazard of 'posting' pieces of fruit directly into the mouths of young children. In addition, she does not identify the risks when placing children to sleep on the high reclining sofa. She does not follow the government's safe-sleeping guidance. Babies and young children are not supervised adequately; they feed themselves bottles of milk as they go to sleep. These practices significantly compromise children's health and well-being.

The quality of education and curriculum planning is poor. The childminder's expectations of what children can achieve are too low. She does not assess children's progress accurately, nor does she have a clear understanding of what they are already capable of and what they need to learn next. Children are not offered activities that successfully support their learning. The childminder provides challenges that are too difficult for their age or stage of development. For example, she provides an activity with the expectation that children will learn shapes, colours and numbers. However, they have not yet developed the language skills to complete the task. This does not help children to engage and feel eager to learn. Despite this, children have strong bonds with the childminder.

As a result of the COVID-19 pandemic, parents drop their children off at the front door. However, children settle well and are at ease with the childminder. She has a genuine interest in providing a good-quality childcare provision. Children are confident and are very well behaved. They make attempts to say 'please' and 'thank you' and share the toys with each other.

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

- The childminder does not maintain the required information about the children in her care. She does not document who has parental responsibility or accurately record their attendance. This does not help to ensure the safe and effective management of her provision and compromises children's safety.
- The curriculum for language and communication is poor. The childminder does not have sufficient knowledge and understanding of how children develop their speech and language. Occasionally, she uses 'baby' words when pronouncing the names of animals, such as 'doggy'. As a result of her poor teaching skills, children are not making progress in their learning.
- The childminder's expectations of children are not realistic. She plans activities that do not consider their existing skills. For example, very young children are asked to count numbers from one to 10 and are asked questions in quick

succession. This does not give them time to think and respond for themselves. The childminder does not understand that children do not yet have the underpinning language skills to recognise the words that the numbers represent. She does not plan a purposeful or ambitious curriculum with activities that match the age and stage of development of all children. As a result, they show little enthusiasm for learning, as the activities do not ignite their interests. This does not help children to have a positive attitude to learning or promote good progress in their educational development.

- Some activities do not support learning opportunities for younger children. The childminder does not always recognise that they learn by exploring and using their own play ideas. For example, younger children pretend to place shape sorter eggs in the play kitchen. The childminder explains that the shape sorter eggs are for matching colours and shapes and removes them. This does not help younger children to participate in play and explore the toys and equipment, nor does it meet their individual learning needs.
- The childminder has limited knowledge of child development and does not help toddlers understand lots of single or two-phrased words. Despite their best attempts, children cannot clearly say 'thank you' and their language is not easily understood. However, the childminder does not consider assessing their language development in order to better support this. She does not think about obtaining support from outside agencies for any children who may require this. This does not help to ensure that gaps in learning are swiftly addressed.
- Self-evaluation has not identified gaps in knowledge or weak practice. The childminder regularly completes online training courses. However, she has not embedded this knowledge in her day-to-day practice. She has not used it to enable her to successfully deliver an exciting and challenging curriculum that helps children make sufficient progress. As a result, some children's learning is not correctly sequenced, so they do not gain a secure foundation to help them transition to their next stage of learning.
- Parents are encouraged to regularly post online comments about the care the childminder provides for their children. They report that their children are settled and that the childminder is flexible and caring. The childminder regularly sends parents photos of their children at play. However, she is not proactive in providing parents with clear information about their children's care or their progress. This does not help to promote a two-way flow of communication and information-sharing to benefit children.
- The childminder does not effectively promote children's understanding of the wider community. Children are not given sufficient opportunities to gain an awareness of similarities and differences between themselves and others. This does not support children to learn about life in modern Britain.
- Notwithstanding the weaknesses in the childminder's provision, children are confident and happy to attend. Younger children enjoy making sounds with musical instruments and interacting with other children. The childminder takes them on daily outings to local parks and playgroups. This provides children with opportunities to socialise with their peers and experience physical exercise.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has a poor understanding of her responsibility to report concerns that may occur around children's home life or elsewhere. She has failed to notify the relevant child protection agencies of concerns without delay. This significantly compromises children's safety and well-being. However, the childminder keeps her child protection training current. She is aware of the process to follow in the event of an allegation being made against her or a household member. The childminder keeps children safe during outings as she ensures they are supervised at all times. She also talks to children about keeping themselves safe by not talking to strangers.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
take responsibility to report any concerns about children's safety or well-being by notifying relevant agencies without delay; this must also take into account concerns about children's home life or elsewhere	20/06/2022
implement effective risk assessments which identify potential hazards and ensure children's safety, with particular regard to appropriate safety harnesses when using high chairs and maintaining a record of which children are present at any time	20/06/2022
ensure younger children's safety by cutting food up to an appropriate size and not overfilling their mouths, to reduce the risk of choking	20/06/2022
ensure children and infants are placed down to sleep safely in line with the latest government guidance	20/06/2022

obtain and record important information about children's backgrounds; this must include particular information about who has parental responsibility	20/06/2022
undertake and implement appropriate training and professional development, to increase knowledge and understanding of how children learn, and implement this in day-to-day practice	20/06/2022
obtain a greater understanding and knowledge of the areas of learning, with particular regard to language development, so that activities are appropriately sequenced to fully promote children's vocabulary and communication skills	20/06/2022
ensure the learning environment supports babies to explore freely and enables their engagement in, and the invention of, their own play ideas	20/06/2022
plan a purposeful and ambitious curriculum with activities that match the age and stage of development of all children, to ignite their interests while promoting progress in their learning and development	20/06/2022
ensure assessments of what children know and can do are accurate, to help all children make good progress and ensure they have a good foundation for their transition to their next stage of learning	20/06/2022
improve partnerships with parents by sharing information about children's learning to enable them to share learning at home	20/06/2022
provide more opportunities to help children gain a greater awareness of similarities and differences between themselves and others to help them learn about life in modern Britain.	20/06/2022

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

- consider pronouncing words correctly and introduce new vocabulary to help younger children further develop their communication skills
- enhance questioning techniques, so that questions are not asked in quick succession and children have time to think and respond for themselves, to better support their communication and language development
- seek advice and guidance from other professionals when necessary so that children receive targeted support and any gaps in their speaking skills are acted on swiftly, to enable them to make the progress that they are capable of.

Setting details

Unique reference number	311936
Local authority	Tameside
Inspection number	10242583
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 September 2016

Information about this early years setting

The childminder registered in 1995 and lives in Droylsden, Manchester. She provides care all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Alison Tranby

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector completed a tour of the childminder's home. The intended learning opportunities available for children were discussed.
- Discussions were held at convenient times with the children and the childminder.
- The inspector and the childminder discussed how she delivers educational programmes for early years children, including the activities, experiences and resources she provides.
- The inspector held discussions with the childminder to assess her knowledge of safeguarding and welfare requirements of the early years foundation stage and how the childminder evaluates her practice.
- Consideration was given to parents' online comments.
- The childminder and the inspector evaluated an activity and discussed the impact on children's learning.
- A range of documentation was viewed, including children's information records and attendance registers.

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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