

Childminder report

Inspection date:

20 July 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 check children's communication, language and literacy skills in English, which is a requirement of the 'Statutory framework for the early years foundation stage'. In addition, the childminder predominantly speaks to, and teaches, children in Yiddish. This means children have very little opportunity to develop their language and literacy skills in English, so they are ready to benefit from the opportunities available to them at school. The childminder has also not ensured that her knowledge of reporting safeguarding concerns is up to date and in line with statutory guidance, nor that of her assistant. This does not ensure the safety and well-being of all children in her care.

Despite these weaknesses, children develop strong bonds with the childminder and her assistant. They arrive happy and cheerful and ready for the day. Children independently take off their coats and bags, hang them on their pegs and choose which area they want to play at first. The childminder and her assistant have high expectations for children's learning and development and plan activities to suit the children's interests. For instance, in the role-play area, the children enjoy dressing up in their favourite hat and cloak, while chanting and singing together in Yiddish. Children can use their imagination well.

Overall, children's behaviour is positive. The childminder and her assistant model good behaviour at all times, reminding the children of expected behaviour. Children follow instructions and cues well. For example, when it is snack time and the tablecloth is being spread out, children quickly pick up their chairs and sit at the table ready to choose their snack. Children sanitise their hands, showing good hygiene practices.

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

- The childminder predominantly teaches the curriculum in Yiddish, providing very little opportunity for children to develop their language and literacy skills in English. For example, the books being read to the children are in Yiddish and the assistant sings songs to children in Yiddish. This results in children having limited vocabulary in English and a lack of opportunity to embed new words in a range of contexts. The conversational language modelled is also mostly in Yiddish, resulting in children not being able to build their English language structure.
- Parents speak highly of the childminder and her assistant. Parents share how their children enjoy attending the setting and get upset when they miss a day. Parents say their children settle quickly and have made good progress since they have started. Parents felt supported during the COVID-19 pandemic and are thankful for the activities that were shared during this time.
- The childminder and her assistant encourage naming numbers as they model

counting the toy cars to children. Children respond by counting independently and confidently. For example, children count the cars and chairs, before putting them in a neat row. This shows children have an understanding of mathematical concepts.

- Children are learning to self-regulate their behaviour. The childminder and her assistant offer gentle reminders and solutions for children to consider when disagreements occur. For example, children are encouraged to clearly explain what they would like to their friends in a polite manner, using words like please and thank you.
- A range of opportunities are provided to support children's physical skills. For example, children develop the small muscles in their hands needed for early writing as they create flowers and bread out of play dough. The childminder ensures children have fresh air and access to an outdoor space, where children can ride on bikes and play on the slide. This helps develop their coordination skills. However, the organisation of some activities is not planned well, with no clear outcomes of what the children should be learning. This results in children becoming disengaged quickly.

Safeguarding

The arrangements for safeguarding are not effective.

Although the provider and her assistant have attended training in safeguarding, this is not effective. Both are unsure of who to report to if they have a concern about each other's behaviour that suggests children may be at risk of harm. While there is a safeguarding policy in place, this is not reflected in both the childminder's and the assistant's knowledge. The childminder and her assistant are not clear of the process to follow if they have any concerns about the welfare of children in their care. The childminder has completed all required checks to ensure the suitability of her assistant.

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 educational programmes are delivered in English, so that children are able to build and develop their vocabulary and language from an early age	19/08/2022
ensure that communication, language and literacy skills are assessed in English	19/08/2022

ensure training is effective for staff, so that they understand the safeguarding policy and procedure, and who to report any issues too, training must enable assistants to identify potential indicators, which suggest children are at risk of harm.	19/08/2022
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To further improve the quality of the early years provision, the provider should:

- review the organisation of group activities to ensure that all children are able to fully engage and staff set clear learning outcomes for children.

Setting details

Unique reference number	EY554782
Local authority	Salford
Inspection number	10174621
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	2 to 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Salford. She operates term time only, from 8.45am to 2pm, Monday to Friday.

Information about this inspection

Inspector
Zeb Butt

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The provider joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- The provider and the inspector carried out a joint observation.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

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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