

Childminder report

Inspection date:

20 September 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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

The childminder does not pay sufficient regard to the 'Statutory framework for the early years foundation stage' requirements, particularly regarding risk assessments and how to embed these into her practice. As a result, children's safety, and understanding of their own safety, is compromised. The childminder has not evaluated her practice well enough to ensure she is up to date with changes in legislation in the early years. Children's learning is not always carefully planned for in order to challenge their thinking and encourage consistently good progress.

That said, children show they feel content in the childminder's home. They independently choose toys they are interested in and play happily. Children enjoy being in the childminder's garden where they develop their physical skills and get fresh air. The childminder offers praise when children achieve. This helps build their confidence to have a go. Babies show perseverance as they work out how to pour water from large containers into smaller ones. Children behave well and they are beginning to understand simple rules. Babies know that they have to lie down on the swing before the childminder will set it in motion. The childminder teaches children to respect each other and value other people's opinions.

Since the COVID-19 pandemic, the childminder has identified that some children's social skills are slightly reduced. She takes children into the community to help them experience more outdoor learning and so they can interact with a range of different people. This helps them begin to understand what life is like in modern Britain.

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

- The childminder is trained in paediatric first aid and is confident to respond to accidents and incidents. However, she does not recognise how to minimise or remove risks in the environment. For example, children enter the garden before animal faeces have been removed. Additionally, babies move around the room with toast in their mouths. This is a choking hazard. Furthermore, food is left out for long periods and babies return to eat it later in the morning. Consequently, children's safety and well-being are put at risk.
- The childminder gets to know children's interests and plans activities she knows they will enjoy. However, the curriculum is not designed to a good enough standard. The childminder does not know when or how to provide challenging opportunities that extend children's next steps in development. Children do play happily but learning is, at times, incidental.
- The childminder is inconsistent with her support to help develop children's speaking skills. Babies repeat new words the childminder has modelled during play. They point and say 'out' when they want to play in the toy car. However,

the childminder does not have a secure understanding of how to support children's communication skills to the fullest. For example, she does not promote the appropriate use of dummies. Babies keep dummies in their mouths during play when they no longer need them. This prevents them from making the progress they are capable of.

- Although the childminder has recently attended training courses to increase her understanding in certain areas of her practice, she has not evaluated where this knowledge needs to be best used. As a result, her practice is not consistently improving in order to meet the educational and welfare needs of all children.
- Parents are pleased with the relationships they have built with the childminder. They are shown lots of photos of the range of activities their children participate in. The childminder keeps a learning and care journal for each child, to share with parents and help involve them in their children's development.
- The childminder offers children a range of home-cooked food and drinks throughout the day. In the main, children's needs are met. The childminder develops close and sensitive relationships with children from the start. Children settle quickly and feel comfortable with the childminder and their surroundings.
- Children are beginning to develop the skills they need for their future education, such as independence and confidence. The childminder knows where to seek support for children who may have gaps in their learning, to help prevent future developmental delays.

Safeguarding

The arrangements for safeguarding are not effective.

Due to the weaknesses in risk assessments, children's safety is compromised in the childminder's home. Safe practice is not modelled well for children to start to understand risks themselves. This being said, the childminder has maintained a paediatric first-aid qualification should she need to respond to accidents and injuries. She understands where to report any concerns about children's welfare. The childminder can confidently identify signs and symptoms of child abuse and keeps her child protection knowledge and policies up to date.

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 effective risk assessments and safety procedures in order to swiftly recognise, and minimise or remove, risks to children.	30/10/2022

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

- strengthen professional development strategies to improve the quality and consistency of education provided
- plan challenging experiences based on children's individual needs to focus on what they need to learn next, helping them make good progress in all areas of learning
- improve the curriculum to enhance children's communication and language development from the start.

Setting details

Unique reference number	EY344859
Local authority	Rochdale
Inspection number	10235064
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 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 November 2016

Information about this early years setting

The childminder registered in 2006 and lives in the Middleton area of Rochdale, Greater Manchester. She operates from 8am to 5.30pm on weekdays all year round, excluding family holidays and bank holidays. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector

Rachel Waterhouse

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The childminder and the inspector carried out a joint observation of an outdoor activity and reviewed how the childminder evaluates her skills.

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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