

Childminder report

Inspection date:

10 February 2023

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 complete robust recruitment checks for her assistants. Babies are offered some equipment that is not appropriate for their age or stage of development. As a result, children are not appropriately safeguarded. The childminder gains lots of information from parents about their children. However, she does not always accurately clarify their individual dietary needs.

The childminder and her assistant do not help all children to develop the skills and knowledge they need. Children who speak English as an additional language (EAL) are not supported to develop their vocabulary. Older children are introduced to mathematics as they count the eggs and cups of flour when making pancakes. However, opportunities for them to develop their independence are limited. Younger children are not included in a number of activities and often wander around to find their own play opportunities. As a result, some children lack enthusiasm for learning, and not all children are making good progress. Children also do not have outdoor learning experiences on a daily basis.

Younger children occasionally squabble over toys and equipment. The childminder and her assistant do not help them to learn how to care for each other or the resources. Despite this, children are relaxed in the care of the childminder and her assistant. They also develop strong relationships with them. They benefit from a welcoming environment and are happy to attend.

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

- Some elements of children's speech and language development are not delivered well enough. For example, the childminder and her assistant name objects in quick succession. However, they do not ensure that children who speak EAL have understood what has been said, nor do they regularly model language or help children to embed new words. This means that children are not supported to make progress in their understanding of spoken English.
- The childminder and her assistant care for a high number of children with varied age ranges. The childminder has not considered ratios sufficiently, which means that babies' and younger children's needs are often not being met. This impacts on children's ability to make the progress they are capable of.
- The childminder and her assistant do not plan a challenging and exciting curriculum across all areas of learning, and they do not always give enough consideration for the intended learning experiences. Activities lack focus and are poorly organised. Children are invited to sing rhymes, but this ends abruptly to accommodate a yoga session. Some children enjoy the activities. However, younger children are not supported or encouraged to join in. This results in children being disengaged and hinders their ability to develop a positive attitude

to learning.

- The childminder does not place enough emphasis on helping children learn how to do things for themselves. For example, older children do not have any opportunities to develop their independence and important self-care skills. This does not help them to be increasingly independent or prepare them for their transitions to the next stage of learning.
- The childminder and her assistant help children learn about the importance of healthy eating and cleaning their teeth regularly. Older children explain that too much chocolate is not good for their bodies or their teeth.
- The childminder has completed some online training since she registered. She regularly seeks the views of parents about her provision. The childminder encourages parents to share what their children already know before they start to attend. She and her assistant provide regular updates about children's experiences and routines. They share ideas about how parents can continue to support children's learning at home. Parents speak highly of the childminder and her assistant. They comment that the provision is like a 'home from home'.
- The childminder knows what children already know and can do and is aware of their starting points. However, she does not assess individual children's next stages in learning or provide well-sequenced experiences to help children progress. Often, the childminder and her assistant carry out general tasks and do not sit with the children to support them, such as when they are reading a book.
- Children have opportunities to learn about other faiths and cultures through celebrating festivals and reading a variety of books. However, strategies intended to help children with their behaviour are not applied consistently. Often, when there is a conflict over a toy, the childminder and her assistant will say that children 'need to share'. They do not interact to help children understand what is expected. This does not support children to manage their own feelings and learn to respect each other.

Safeguarding

The arrangements for safeguarding are not effective.

Safeguarding arrangements are not effective. The childminder has kept up to date with her safeguarding training. Both the childminder and her assistant can respond to a serious accident or injury, as they both have a current paediatric first-aid certificate. The childminder and her assistant are aware of how to identify signs that a child may be at risk of harm. There are robust procedures to follow if they are concerned about adults working on the premises. However, the childminder does not have robust procedures in place for the recruitment of assistants. She also does not ensure that equipment, such as baby bouncers, is used safely and with appropriately aged children. This undermines children's safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
when recruiting assistants, ensure that robust procedures are in place to identify that they have the appropriate skills and experience to fulfil the role of working with children	17/03/2023
provide age-appropriate equipment for babies	17/03/2023
develop the curriculum for communication and language, particularly to ensure that children have sufficient opportunities to learn and reach a good standard of English	17/03/2023
improve procedures so children's behaviour is consistently managed in an appropriate way and children learn how to care for each other and resources	17/03/2023
provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis	17/03/2023
obtain accurate information about any special dietary requirements, preferences and food allergies that a child may have	17/03/2023
provide and plan purposeful and challenging activities that match the age and stage of development of all children and promote good progress in their learning and development	17/03/2023
ensure children are supported to gain independence and develop necessary self-care skills	17/03/2023

improve the curriculum intent and implementation to ensure that all children, particularly younger children, receive the right level of stimulation and challenge to help them make good progress in the three prime areas of learning	17/03/2023
ensure, when increasing the number and age ranges of the children being cared for, that all their individual needs are being met, especially for babies and children under two years of age.	17/03/2023

Setting details

Unique reference number	2615626
Local authority	Rochdale
Inspection number	10277446
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the Middleton area of Manchester. She works with an assistant and operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder and her assistant hold an appropriate qualification at level 3.

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed the childminder's intentions for children's learning.
- Consideration was given to parents' written and verbal comments.
- The inspector observed the childminder's and her assistants' interactions with the children throughout the inspection.
- Relevant documents were reviewed by the inspector, including evidence of the childminder's training and the suitability of her assistants.
- The inspector held discussions with the childminder and her assistant to assess their knowledge of safeguarding and welfare requirements of the early years foundation stage.
- The inspector and the childminder evaluated a planned activity and discussed the impact on children's learning.
- The inspector discussed with the childminder and her assistant how the curriculum had been implemented and the impact that this had on children's learning.

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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