

Childminder report

Inspection date:

22 March 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not meet all of the safeguarding and welfare requirements in order to keep children safe. She does not have an appropriate paediatric first-aid qualification in order to quickly and safely attend to children's needs following an accident or injury. The childminder also fails to adequately assess risks to children, particularly with regards to sleep arrangements.

The childminder is warm and welcoming towards the children. She builds relationships with parents and understands the importance of working in partnership with them to meet the basic care needs of the children. Parents speak highly of the love and care that their children receive from the childminder. This supports children's emotional well-being. The childminder provides opportunities for children to access the local area. She takes them to a playgroup, local parks and on outings to the farm. This helps children to develop a sense of belonging in the community.

The curriculum intent for the children is not securely embedded. The childminder's understanding of the learning and development requirements is limited, and she does not always plan purposeful and challenging opportunities to optimise independent play, exploration and engagement. This results in children sometimes becoming disengaged and showing less motivation to learn.

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

- At times, the childminder encourages children's early communication skills well. She maintains good eye contact, labels objects and uses repetition to support children's first words. However, this is not consistent. The childminder exposes children to lots of language but does not give them time to think and respond. This prevents the children from making the best possible progress.
- The childminder has some understanding of what she wants children to learn. She uses her knowledge of the children to decide what they need to learn next. This goes some way in helping the childminder to create a basic curriculum for children's learning.
- The childminder does not implement her curriculum well. There are limited opportunities provided for children to gain or practise skills needed to progress in their individual learning. This prevents children from making the best possible progress and accessing a full and broad curriculum.
- The childminder promotes children's emotional well-being and behaviour well. She uses lots of praise throughout the day, which supports children's confidence and self-esteem.
- The childminder does not implement effective risk assessments. She fails to identify potential hazards to children, particularly around children's sleeping

arrangements. For example, the childminder leaves young children sleeping on the sofa, and at times, without direct supervision. This places children at risk of falling, and without the childminder's knowledge.

- The childminder promotes children's good health in relation to their dietary needs. She works in partnership with parents to ensure that the meals they provide for their children are healthy and nutritious. She provides milk and water to drink to promote healthy eating and good oral health.
- The childminder works well with parents. There is a two-way flow of information-sharing. This ensures good routines, smooth transitions and that children's basic care needs are met.
- The childminder has accessed a range of online training to improve her knowledge. However, she has not focused her professional development precisely enough to ensure that her practice reflects her learning and the interactions that she has with the children. This impacts on the quality of education.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder's paediatric first-aid training does not meet the standards set out in the safeguarding and welfare requirements. Furthermore, she has not ensured she remains up to date on current first-aid guidance. As a result, the childminder does not have the knowledge or skills to safely administer first aid should a child need it. This significantly impacts on the safety and well-being of the children in her care. The childminder fails to identify all risks to children and does not create a safe sleep environment while children take naps. The childminder has policies and procedures in place and knows how to seek advice from the local safeguarding team to help her keep children safe.

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
obtain and maintain a valid first-aid certificate that is consistent with the criteria set out in Annex A of the statutory requirements	10/05/2023
take all reasonable steps to ensure children are not exposed to risks, particularly with regards to sleeping arrangements.	10/05/2023

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

- improve the implementation of the curriculum that provides children with play opportunities closely linked to what they need to learn next, enabling children to make the best possible progress
- undertake professional development opportunities to improve the knowledge and skills that enable quality learning and development experiences for children.

Setting details

Unique reference number	500344
Local authority	Manchester
Inspection number	10280651
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	9 August 2017

Information about this early years setting

The childminder registered in 1994 and lives in Sharston, Manchester. She operates all year round, from 7am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant level 3 qualification.

Information about this inspection

Inspector

Kelly Nadin

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 provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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