

Childminder report

Inspection date:

18 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

There are some inconsistencies in the quality of teaching in the setting. The childminder and her assistant have made some improvements to practice and the provision since the last inspection. However, children are not always given the chance to make choices in their play or lead their learning. At times, activities that the childminder and her assistant plan are narrow in focus and do not always support children to make consistently good levels of progress in their learning. However, that said, at lunchtime the childminder's assistant does give children the opportunity to make a choice about what they want to eat.

The childminder and her assistant do not always consider the best way to support children to learn and achieve their next steps. They plan lots of activities, which they direct the children to take part in. However, children are given less chance to learn through their play and lead their own learning. The childminder and her assistant do not always plan effective ways to meet the individual learning needs of all children during group activities. Consequently, younger children are often distracted and do not always engage fully.

Despite the weaknesses, the children are content and play well alongside each other. Children enjoy the opportunity to play outside and are proud of their planting area, where they have planted vegetables and herbs. Staff encourage children to tend to this area and remind them to water the seeds. Children enjoy exploring with different sensory materials, such as coloured rice and a powder mixture to make marks.

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

- The childminder and her assistant do not always sequence the curriculum to support children to build cumulatively on what they already know and can do. Since the last inspection, the childminder and her assistant have introduced a curriculum intent for children. The childminder and her assistant plan next steps in children's learning. However, they do not always effectively support them to progress with their development to a consistently good level.
- The childminder and her assistant do not always promote children's focus and learning. They plan several activities for the children and dictate to children what to do. Children follow instructions well and engage. However, very quickly the childminder and assistant bring activities to an end before children are ready and move them on to the next activity. This can at times interrupt children's learning.
- Children are not always developing their speech and language development to a consistently good level. The childminder and her assistant do not always encourage children to engage in good levels of interactions during their play. For

example, the childminder and her assistant tell children what is happening now and next. However, do not encourage children to express themselves and think critically. That said, children are developing a love of books as the childminder and her assistant read with them. The childminder's assistant makes good use of props to encourage children to interact with stories.

- Children do not always develop their curiosity and concentration through learning experiences. This is due to the childminder and her assistant not providing children enough time to immerse themselves in activities. However, children behave positively. They listen to the childminder and her assistant. Children are learning to share and take turns. The childminder and her assistant remind children of the setting rules. That said, they do not always support children to understand why these are in place, to further extend their learning.
- Children enjoy the opportunity to play outside in the garden. They move around and get fresh air. Children begin to explore dinosaurs inside ice. The childminder tells them that the ice will melt when water is poured over it. The childminder demonstrates this to children. Children eagerly watch. However, at times, routines interrupt learning experiences and these are not revisited. Therefore, children's learning is not always extended.
- The key-person system is effective. Children are at times unsettled. However, with some gentle reassurance from the childminder and her assistant they settle quickly. The childminder has established secure relationships with parents. She communicates with them effectively and provides them with important information about their children's time in the setting.
- The childminder does not always evaluate practice and provision effectively. She recognises strengths within the setting. However, she does not always identify areas for improvement to support her to bring about positive change for children in a timely way. That said, the childminder and her assistant are attending training courses to support their professional development and are in the process of implementing their learning into the setting to improve the experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of how to keep children safe from harm. She is aware of the potential signs and symptoms of abuse. The childminder is aware of the correct procedures for reporting concerns about the welfare of children. She understands what to do if an allegation is made about a member of her household. The childminder is trained in paediatric first aid and understands how to respond to emergencies.

What does the setting need to do to improve?

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

	Due date
ensure the curriculum is sequenced and implemented to meet the individual learning needs of all children and consider the most effective ways to teach children, providing them with autonomy over their learning	19/08/2023
improve planning for younger children to ensure they are supported to develop consistently good levels of involvement and concentration.	19/08/2023

Setting details

Unique reference number	2615626
Local authority	Rochdale
Inspection number	10282567
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	7
Date of previous inspection	10 February 2023

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

Suzanne Fenwick

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.
- 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 carried out joint observations of group activities with the childminder.
- The inspector took account of parents written feedback of the setting.

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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