

Childminder report

Inspection date:

18 July 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 works with a new assistant whose suitability to work with children has not been verified by Ofsted. The assistant is included in ratios and left in sole charge of children while the childminder goes to the shops. This compromises children's safety. The childminder does not have adequate knowledge of safeguarding procedures. She is unaware of the procedures to follow if an allegation is made against herself or a household member. Additionally, she does not understand the procedures to follow if she is worried about a child in her care. This puts children at risk of harm.

The curriculum is poor, which hinders children's learning. The childminder does not plan and deliver a sequenced curriculum. For example, young children are taught the alphabet using capital letters. This does not build on what they know and can do. Additionally, the childminder has not completed the required progress check for children aged between two and three years. As a result, important information is not shared with parents. Despite weaknesses, children are happy and settled with the childminder. She is kind and offers reassurance when children are upset. Children are well behaved and learn to be respectful. For example, they remind their friends to say 'please' and 'thank you'.

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

- The childminder's knowledge of the requirements is poor. For example, she does not ensure that assistants are suitable to fulfil the requirements of their role. Furthermore, the childminder did not notify Ofsted about this significant change, which is a requirement of her registration. These breaches have a significant impact on the safety and well-being of children.
- The childminder does not ensure that children are within sight and/or hearing at all times, which compromises their safety. For example, children are left unsupervised with the new assistant. During the inspection, the childminder asked if a family member, who has not been vetted by Ofsted, could come and look after the children. This further demonstrates the childminder's lack of awareness of the requirements.
- The childminder does not complete the statutory progress check for all children aged between two- and three-years old. For example, this was not completed for a child who has been attending the setting for two years. As a result, information is not shared with parents, and any concerns are not recognised. This does not support the continuity of care and learning for children.
- The childminder has a poor knowledge of the curriculum. For example, she does not sufficiently reflect on the ways in which children learn and develop. As a result, she is unable to plan a meaningful curriculum for children in her care. For example, the childminder attempts to teach young children the alphabet. She

uses a stick and points to letters on the wall. This activity is not appropriate for young children and does not help them to acquire the basic skills they need in the right order.

- Children demonstrate moderate levels of engagement as they take part in some planned activities. For example, children enjoy exploring the texture of play dough. However, the childminder is not clear on what she wants children to learn. As a result, children are left to initiate their own play. This does not build on what they know and can do, which further hinders their learning and progress.
- Aspects of children's early literacy are promoted well. For example, children enjoy listening to stories. The childminder reads with enthusiasm and encourages children to recall what they remember from the story. This helps them to become familiar with favourite stories.
- Children have some opportunities to count. They enjoy counting resources such as toys, which helps to improve their awareness of basic numeracy. However, the childminder does not have a secure understanding of the sequence in which children should learn. For example, some counting activities are too challenging for younger children because they are taught to count in double numbers. This does not give children the confidence and grounding they need in early mathematics.
- At times, the childminder does not engage with the children in quality interactions. For example, during a water beads activity, she watches children engaging in their own play but does not interact. This does not help to guide children's learning or extend their thinking.
- The childminder has forged a positive relationship with parents. She provides verbal updates about the activities their children have participated in, which helps to keep parents up to date. Parents comment that the childminder is 'caring and helpful'.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder's knowledge of safeguarding is poor, which has a significant impact on children's safety and well-being. She does not know the procedures to follow in the event of an allegation. Furthermore, the childminder does not know how to report any child protection concerns. Children's safety is further compromised because the childminder leaves children alone with an assistant whose suitability to work with children has not been confirmed by Ofsted. The childminder does not have systems to ensure that assistants are competent in the work they undertake. She does not demonstrate how she will support assistants to help them identify and respond to any child protection concerns. Moreover, the childminder does not understand basic safeguarding policies and procedures. Overall, children's safety and welfare are compromised.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
demonstrate how assistants are competent in all areas of work they undertake	29/08/2023
increase awareness of the procedures to follow in relation to all child protection matters, including allegations of abuse	29/08/2023
ensure that children are within sight and/or hearing at all times.	29/08/2023

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

	Due date
complete the required progress checks for children aged between two and three years and provide a written summary of children's progress to their parents and/or carers	04/10/2023
improve knowledge and understanding of child development and how children learn	04/10/2023
ensure that children have access to a curriculum that is sequenced and builds on what they already know and can do	04/10/2023
improve the quality of interactions and guide children's learning so they can acquire knowledge and skills to help them become successful learners.	04/10/2023

Setting details

Unique reference number	2638042
Local authority	Salford
Inspection number	10301442
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 3
Total number of places	12
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Salford. She operates Monday to Friday, from 8am until 7pm, all year round, except for family holidays. The childminder works with two assistants.

Information about this inspection

Inspector

Maryam Chauhan

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 quality of education was observed, and the inspector assessed the impact this has on children's learning.
- The childminder and the inspector evaluated an activity together.
- The inspector observed children, who shared their thoughts.
- The childminder and the inspector held ongoing discussions throughout the inspection.
- Parents were spoken to, and their views were obtained.

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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