

Childminder report

Inspection date:

6 November 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

Good

What is it like to attend this early years setting?

The provision is inadequate

There are weaknesses in the childminder's knowledge of the legal requirements associated with her registration. She fails to organise her provision in a way that prioritises children's safety and needs. For example, the arrangements for sleeping are very poorly considered, and the assistant, who sometimes has sole care of children, is not suitably trained. Additionally, the childminder does not understand some of her responsibilities in relation to safeguarding children. Furthermore, she does not help children to learn about supporting their own well-being effectively.

The quality of care for the youngest children is poor. The childminder does not give high enough priority to the emotional needs of babies, who are often upset or unsettled. This limits their ability to play and learn. Older children of pre-school age are happier in the care of the childminder and her assistant. They particularly enjoy the outside space and resources, and they learn incidentally as they play. The older children play well together and show kind behaviours as they share resources with their friends. During lunchtime, the childminder talks to the children about the 'friendly' robin who visits the garden on a regular basis. However, the childminder does not ensure that every child has access to a broad curriculum. This means that children are not provided with enough opportunities to gain the knowledge and skills they need in readiness for their future learning in school. The childminder does not have a clear understanding of how children learn. Additionally, she does not ensure that her assistant understands how to deliver activities in a way that builds sequentially on what children know and can do. This limits learning, and children do not make the progress of which they are capable.

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

- The childminder has not placed enough emphasis on professional development for herself or her assistant. There is a number of breaches of the statutory requirements. Additionally, the childminder has failed to notify Ofsted that she has erected a caravan in her garden and is no longer using her home for childcare purposes. This change has contributed to a significant decline in the quality of her provision.
- The childminder does not place babies to sleep safely and in line with the latest government safety guidance. Children are placed in baby car seats in her van, or in a travel cot containing toys and with no bedding. The childminder places blankets over babies' faces, and she does not adequately monitor them. Her poor knowledge and practice significantly compromise children's safety.
- Risk assessment is poor. Although the outside gates are closed, entry can still be gained to the premises. When the childminder briefly goes into the house and leaves children outside, she does not consider that persons can gain access to children. She does not make good enough use of her assistant to ensure that

children are properly supervised and safe.

- The childminder has increased the number and age ranges of children in her care. However, she has not considered the ratios carefully enough. This means that babies and young children do not get the levels of support they need to ensure their well-being and to help them learn well. Children are therefore being placed at a disadvantage in their learning.
- Babies do not benefit from safe and secure relationships with the childminder. She does not always respond supportively when they are upset. For example, when babies are seated in prams to be fed their lunch, the childminder continues to feed them when they are upset. The childminder demonstrates a poor understanding of the safety risks and the impact on children's emotional well-being.
- The childminder does not promote good health and hygiene practices well enough. For example, she does not ensure that children wash their hands after they use the toilet or before eating their lunch. This increases the risk of infection, and children are not being supported to understand the importance of personal hygiene to keep themselves healthy.
- The childminder does not understand how children learn. Although she knows the children well, she does not accurately assess what they know and can do. This limits her ability to plan activities or interact in ways that help children achieve the next steps in their learning. For example, the childminder tries to teach children how to write their names before they have the dexterity needed to hold a pencil correctly, or to recognise the letters of their name. Children are not being supported to embed the skills they need before moving on to more complex tasks.
- The childminder does not promote the learning of babies successfully. Too often, they are placed in equipment such as baby walkers or held by the childminder or her assistant. Consequently, they have limited opportunities to move, explore or interact with other children. This has a detrimental impact on babies' physical and social development, and it does not help them to develop the enquiring minds needed to become effective learners.
- Parents receive daily updates about children's care routines. However, the childminder does not provide effective advice and guidance to help parents promote their learning. For example, she does not share ideas to help children learn about and enjoy healthy food in their lunch boxes or the importance of using their dummies less to help them speak more. This is important in supporting good oral health.
- Children enjoy some activities planned for them. For example, they eagerly use chunky chinks to draw on the path outside. The childminder's assistant encourages them to draw numbers. However, he does not recognise that children do not know the shapes the numbers represent. Therefore, they are not gaining the knowledge intended.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not ensure that her assistant holds a paediatric first-aid qualification. The assistant sometimes has sole charge of children and would not be able to appropriately respond to a medical emergency. The childminder has not kept her knowledge of child protection up to date. She has also not ensured that her assistant has sufficient knowledge of child protection matters. As a result, they are not able to recognise or identify possible signs of abuse. Furthermore, the childminder fails to demonstrate that she would follow her duty of care by notifying relevant safeguarding agencies if she identified a concern about the safety of a child who attended her setting. This compromises children's welfare.

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
ensure that children can sleep safely, in line with the latest government safety guidance, and that they are frequently checked	18/12/2023
provide appropriate equipment, including bedding, to enable children to sleep safely	18/12/2023
improve knowledge of child protection, in particular how to respond to indicators of concern that may occur in any child's life	18/12/2023
ensure that any assistant who might be in sole charge of the children for any period of time holds a full and current paediatric first-aid certificate	18/12/2023
ensure that when increasing the number and age ranges of children being cared for, every child's individual needs can still be met	18/12/2023
ensure that all reasonable steps are taken to prevent unknown persons gaining access to children	18/12/2023

promote good health and hygiene practices to help prevent the spread of infection so that children learn how to keep themselves healthy	18/12/2023
support parents in guiding children's care and development at home, in particular the provision of healthy foods to eat while at the childminder's setting	18/12/2023
implement arrangements for assistants to undertake appropriate professional development opportunities to help them offer quality learning and development experiences that meet the individual needs of all children	18/12/2023
maintain professional development to help meet requirements and offer quality care, learning and development experiences for children.	18/12/2023

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

	Due date
ensure that all children access a broad, well-thought-out and well-sequenced curriculum that gives every child the right foundation for good future progress	18/12/2023
improve the curriculum to enable younger children to develop their physical skills and build their social and emotional development	18/12/2023
accurately assess what children know and can do and use this information to develop a clear understanding of how to help children learn what they need to know and do next.	18/12/2023

Setting details

Unique reference number	304671
Local authority	Cheshire East
Inspection number	10315040
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 5
Total number of places	6
Number of children on roll	13
Date of previous inspection	12 December 2018

Information about this early years setting

The childminder registered in 1998. She operates all year round, from 5.30am to 6.30pm, Monday to Saturday, except for family holidays.

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 provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following a concern received from a member of the public.
- The inspector viewed the premises and discussed the intent of the childminder's curriculum during a learning walk.
- The inspector observed an outdoor play activity between the childminder's assistant and the children. The learning outcomes for children were discussed afterwards.
- The inspector held discussions with the childminder to assess her knowledge of safeguarding and welfare requirements of the early years foundation stage and how the childminder evaluates her practice.
- Relevant documents were reviewed by the inspector, including qualifications and children's records.

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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