

Childminder report

Inspection date: 11 January 2024

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 Met (with actions)

What is it like to attend this early years setting?

The provision is inadequate

The childminder has a poor understanding of child protection procedures. She is unsure how to respond to safeguarding concerns. The childminder does not hold a valid paediatric first-aid certificate. This could compromise children's safety and welfare. The quality of education is weak. The childminder lacks awareness of how to support children's development. This means that children do not benefit from purposeful learning. The childminder does not provide a broad and balanced curriculum. She does not recognise that the activities and experiences she provides do not meet children's learning needs. For example, the childminder attempts to teach one-year-old children the alphabet. She pronounces letter sounds incorrectly and expects children to use these letter sounds. The childminder wants young children to count in sequence when they have no prior knowledge of counting. She fails to take account of children's current level of development. Children are not being helped to make good progress.

Despite significant weaknesses in the quality of education and in safeguarding arrangements, children are happy. They quickly establish a close relationship with the friendly and nurturing childminder. The childminder provides simple instructions, such as not to climb on the stool. This helps children to learn some expected behaviours. The childminder speaks softly to children and provides close care and attention. She speaks to children in English and their home languages, which helps them to feel at home. Children demonstrate that they feel secure in her care.

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

- The childminder has failed to make sufficient improvements since the last inspection. The weaknesses identified at the previous inspection persist. Breaches in the first-aid and safeguarding requirements remain. The childminder does not use self-evaluation effectively. She does not seek meaningful professional development opportunities to identify and address weaknesses in her practice. The childminder has failed to keep abreast of changes and updates to guidance. This has led to gaps in her knowledge of how to support children's learning and development and assure their safety.
- The childminder has not ensured that her first-aid certificate is appropriate for people caring for young children and babies. This lack of training compromises children's safety, as the childminder works alone and has sole charge of children in her care. The childminder is not suitably qualified to respond appropriately in the event of an emergency situation.
- Although the childminder has accessed online safeguarding training, this has not given her a secure understanding of how to respond if faced with a child protection concern. The childminder is unaware of the steps to take in the event

of an allegation being made. When presented with safeguarding scenarios, she is unable to demonstrate how to respond appropriately. This compromises her own and children's safety.

- The childminder does not plan an ambitious curriculum that builds on what children already know. Young children do not understand some of the childminder's instructions and complex sentences. The childminder asks them to hammer nails and pick up screws as they play together with a toy tool station. Children become confused, and any learning is incidental. Children are not being prepared for future learning and the eventual move to school.
- The childminder has a poor understanding of the learning and development requirements. She does not gather information from parents about children's capabilities when they start attending to help her support their progress from the beginning. As a result, the childminder does not know what new children need to learn. She tries to cover all areas of learning without having a clear focus to help children to develop the important skills that they need to learn. This impacts adversely on children's learning and progress.
- Children have opportunities to be physically active. The childminder makes use of the local park, and children benefit from daily fresh air and exercise. The childminder has also set up a physical activity room in her home. Children enjoy climbing and jumping. They have opportunities to develop their physical skills, agility and coordination.
- The childminder provides a homely environment. Parents praise her kind, gentle manner and refer to her as an auntie. The childminder obtains and uses some information about children's care needs and family members from parents. For example, she talks warmly about children's siblings. This helps children to settle well on arrival. The impact on children's emotional well-being is evident.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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
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ensure an understanding of the action to be taken in the event of an allegation being made against any adult living on the premises or working with the children	26/01/2024
understand the reporting procedures if faced with concerns about a child, to help protect children's welfare and keep them safe	26/01/2024
implement a programme for professional development which helps to identify areas for improvement, improve practice and keep knowledge up to date	26/01/2024
obtain a paediatric first-aid certificate that meets requirements for people caring for young children and babies.	26/01/2024

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

	Due date
provide an ambitious curriculum that considers the individual needs, interests and development of each child and supports children to make good progress	16/02/2024
obtain detailed information about children's level of development at the start, to plan a challenging and enjoyable experience for each child in all areas of learning and development.	16/02/2024

Setting details

Unique reference number	EY406808
Local authority	Rochdale
Inspection number	10279379
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	30 January 2023

Information about this early years setting

The childminder registered in 2010 and lives in Rochdale, Manchester. She operates all year round, from 6am to 8pm, Monday to Friday, except family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 inspector and childminder discussed the intent of her curriculum.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as training certificates. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of her household members.
- Children were spoken to when appropriate.
- The childminder and the inspector held ongoing discussions throughout the inspection.
- Parents shared their views with the inspector.

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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