

Childminder report

Inspection date: 1 March 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is inadequate

The childminder has made some progress since her last inspection and monitoring visit. She has successfully addressed the actions that were raised to ensure that children in her care are safe. However, action to address other weaknesses has been ineffective. There are significant weaknesses in the design and delivery of the curriculum. The childminder has not designed her curriculum to be ambitious and well sequenced. She does not consider how children develop when planning learning experiences. The childminder is currently focusing on supporting children's reading skills. However, the childminder does not support children's interest in early reading. For example, children do not have independent access to a good choice of books. Furthermore, there are limited back-and-forth conversations that engage children and encourage them to develop their language skills.

The required assessment and written summary of each child's development and progress when they are aged two is not always available or accurate. When the childminder identifies that children would benefit from additional support in their learning, she does not take swift action to provide this. This does not help children to make progress in their learning.

Children arrive happily to the childminder's home. They have developed positive relationships with each other and with the adults who care for them. When children ask for toys, the childminder quickly responds and provides them. On the day of the inspection, the children were very excited, as the childminder had purchased a new pirate ship toy for them to explore. Children behave well, and the childminder promotes the use of manners as she interacts with the children. However, the lack of aspiration in the curriculum impacts negatively on children's readiness for their next stages in education.

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

- The childminder's self-evaluation is ineffective in reviewing practice. She has not identified weaknesses or ways to support continuous improvements to raise the overall quality of the provision. However, the childminder has accessed some training and provided training for her assistant. She seeks support from local authority advisers and an external consultant.
- The childminder does not offer a curriculum that builds on children's knowledge and skills. She knows each child's interests but does not have a clear curriculum in place for what she wants children to learn across all areas of development. The intended learning of activities does not reflect the children's stage of development, or their learning needs. Furthermore, the childminder has not considered ways to work with other professionals to help close any emerging gaps in children's learning. Children are not fully supported to make good

progress.

- The childminder has implemented policies and procedures to safeguard children, in line with the guidance and procedures of the local safeguarding partnership. The childminder and her assistant demonstrate an adequate understanding of how to assess risks in the environment and how to maintain safe premises. Clear procedures are now in place to ensure the safety of children in the case of an emergency situation. The childminder and her assistant have accessed safeguarding training, which has impacted positively on their knowledge of how to safeguard children.
- The childminder recognises that some children require support to develop their communication and language skills. However, the childminder does not use her interactions to help children to develop these skills. For example, babies are placed away from the main table and have no eye contact or interaction as they eat. The childminder does not always use the correct pronunciation of words. She does not give children enough time to formulate their thoughts and provide an answer to a question asked before she asks another question. Children are not supported to become confident communicators.
- The childminder does not support children to become independent learners. She does not encourage children to have a go at doing things for themselves. For example, she wipes all of the children's hands for them before they eat. Children quickly give up when tasks become difficult, such as when feeding themselves or putting on their own coats. The childminder does not develop children's independence so that they become capable and resilient learners.
- The childminder is aware when children attend other settings. She asks parents what they are learning at these other settings. However, the childminder has not developed ways of communicating with other settings attended by children. This does not support continuity for children's care and development.
- Some incidental learning does take place. The childminder and her assistant have developed a large outdoor space, where children benefit from playing in the fresh air. Children develop their large muscles as they initiate their own games while running and chasing each other. The childminder encourages them to have a race on the push-along bikes. Babies who have just learned to walk are provided with opportunities to practise this new skill. These opportunities support children's physical development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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
implement a broad and well-sequenced curriculum that helps every child make good progress	29/03/2024
ensure assessments are completed when children are aged between two and three, and use this information to provide targeted support when needed	29/03/2024
ensure that the provision for communication and language to support children to develop their speaking skills is promoted through consistent interactions	29/03/2024
develop an understanding of how children learn, to help them to become capable and resilient learners	29/03/2024
ensure the self-evaluation process accurately identifies any weaknesses in practice, in order to raise the overall quality of the provision.	29/03/2024

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

- establish partnerships with other settings children attend to maintain continuity for children's care and education.

Setting details

Unique reference number	304671
Local authority	Cheshire East
Inspection number	10323992
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	6 November 2023

Information about this early years setting

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

Information about this inspection

Inspector
Rebecca Weston

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 childminder.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents and an external consultant shared their views of the childminder with the inspector.
- The inspector and the childminder carried out a joint observation of a planned activity delivered by the childminder's assistant.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder, her assistant and children.
- Children communicated with the inspector during the inspection.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024