

Childminder report

Inspection date: 3 July 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 not done enough to address the decline in the quality of the care and education that she provides. Some of the breaches of requirements have already been raised at previous inspections and visits. Despite support from the local authority and other professionals, the childminder has failed to make sufficient progress. In addition, the childminder's knowledge and understanding of safeguarding children are weak. Her poor awareness of risks to children means that she is unable to keep children safe in her care. This has a significant impact on the safety and well-being of children.

The childminder does not have a secure enough understanding of how to plan and implement a sequenced and ambitious curriculum. Furthermore, the childminder does not plan well enough for how she will support and extend children's learning. In addition, she demonstrates insufficient knowledge of children's abilities and learning needs. This means that children are not supported to make the progress they are capable of.

Children are settled in the childminder's care. She creates a home-from-home, welcoming environment and wants children to be happy. Children have developed warm relationships with each other, the childminder and her assistant. They follow simple instructions, understand routines and behave well.

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

- The childminder does not have a secure enough knowledge and understanding of the requirements of the early years foundation stage. There are weaknesses in the childminder's knowledge of safeguarding. For example, she is unable to confidently describe potential signs and symptoms and the correct action to take when there are concerns about a child's welfare. This compromises children's safety and well-being.
- The childminder has failed to notify Ofsted of a new household member within 14 days, which is a requirement of registration. This means that the required checks that Ofsted carry out, to determine the suitability of this household member, have been delayed.
- The childminder does not keep children safe. For example, she fails to recognise the safeguarding implications of having a portable toilet for young children to use that is placed in full view of others, including visitors whose identity has not been checked. As a result, children are not afforded privacy and are vulnerable. Nappy sacks and cleaning products are left in reach of children, which poses a risk to their health and well-being. The childminder did not recognise the risks to children that are associated with these items. However, once they were explained to her, she removed the items during the inspection.

- The childminder described some understanding of safer sleep practices. For example, she knows that children must lie flat and not be placed to sleep with any toys. However, she does not follow the latest government guidance. For example, children sleep in warm, thick clothing and have blankets pulled up to their face. The childminder does not check sleeping children frequently enough to ensure they are safe. This practice compromises children's safety.
- Despite actions raised at the previous inspection, the childminder has not successfully improved her knowledge and understanding of how to implement a well-sequenced curriculum to support children's learning and development. She understands what she wants children to learn in the broadest terms. However, she does not focus sharply enough on what children need to learn next to help them to make good progress. This is because the childminder does not make accurate assessments of children's abilities and their learning to inform the curriculum.
- The childminder does not do enough to support children's emerging communication and language skills. Interactions with some children, particularly those who are younger, are weak and infrequent. For example, young children are placed on mats with a selection of toys with no meaningful face-to-face interaction. When the childminder does interact with children, she often asks questions in quick succession and does not always give children time to think and respond. Furthermore, the childminder is unable to recognise and respond to children who may need additional support with their speech development. This means learning outcomes for children are poor.
- The childminder and her assistant are kind and caring in their approach. Children are content in the childminder's care and engage in some activities available. They enjoy some incidental learning as they spend time outside in the large outdoor area. Children hunt for bugs in the hedgerow and count how many legs the insects have.

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
--	-----------------

demonstrate an ability to identify, understand and respond appropriately to signs of possible abuse	05/08/2024
take all reasonable steps to ensure that children are not exposed to risks and demonstrate how risks are managed	05/08/2024
ensure that children can sleep safely, in line with the latest government safety guidance.	05/08/2024

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

	Due date
implement an ambitious and well-sequenced curriculum that precisely considers children's individual needs, their interests and stages of development	05/08/2024
ensure the assessment of children's development is accurate and used effectively to inform the curriculum and secure any additional support that children may need	05/08/2024
improve the quality of interactions with children, with particular regard to supporting children's emerging communication and language skills.	05/08/2024

Setting details

Unique reference number	304671
Local authority	Cheshire East
Inspection number	10338555
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 8
Total number of places	12
Number of children on roll	10
Date of previous inspection	1 March 2024

Information about this early years setting

The childminder registered in 1998 and is situated in Woolstanwood, Crewe. She operates all year round, from 6am to 6pm, Monday to Saturday, except for family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 observed the interactions between the childminder, her assistant and children.
- The inspector carried out a joint observation with the childminder.
- Parents and carers shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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