

Childminder report

Inspection date:

15 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder has an intent for what she wants children to learn while at the setting. However, the implementation of the curriculum is not yet fully effective. This is because the childminder does not plan experiences for the children that effectively incorporate the next steps that are specific to the individual children. This impacts on the quality of education the childminder provides. Children do not fully engage.

Good hygiene practices are not embedded into the setting. The childminder and her assistant do not always follow their own procedures to minimise the spread of infection. Children do not consistently wash their hands before mealtimes. As a result, children are not learning good hygiene practices.

That said, children are happy, content and enjoy daily trips to the park. In the setting, children express interest in mark making and will move their bodies happily to music while the childminder and her assistant sing to them. The childminder and her assistant develop secure bonds with the children. Children are cared for in a safe and welcoming environment. The childminder comforts children when needed and understands how they are feeling. This helps children to feel secure.

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

- Good hygiene procedures are not followed consistently. At times, the childminder and her assistant overlook washing their hands after wiping children's noses or between changing children's nappies. In addition, the childminder does not ensure children consistently wash their hands before eating their snack. This does not help to reduce the spread of infection.
- The childminder's curriculum is not securely implemented. Children have the opportunity to explore a wide range of resources both inside and outside. However, despite having an overall curriculum intent for what she wants children to learn, the childminder does not consider this enough when planning activities. Therefore, children do not fully benefit from high-quality learning experiences.
- Children are developing their physical skills. They dance to music, moving their whole bodies, and develop hand-to-eye coordination by throwing and catching balloons. Children engage in experiences to develop their fine motor skills. For example, they explore activity boards that have different fastenings, such as zips. This helps to develop children's grasp, which supports their early writing skills.
- Children take daily walks to the park. They play in the sand, making moulds and mark making with their fingers. The childminder understands the importance of children getting fresh air daily. While walking to the park, children learn about

how to cross the road. This is starting to embed children's understanding of safety.

- The childminder and her assistant provide a variety of experiences for the children. However, occasionally, the childminder and her assistant do not follow children's lead when they attempt to initiate their own learning. For example, when reading stories, children point to pictures in the books, but this is not picked up by the childminder who carries on reading. This results in children sometimes becoming disengaged in the experience.
- The childminder wants children to develop confidence. She provides an environment where children are happy to express their wants and needs. However, the childminder and her assistant do not always give children the opportunity to independently assess their own risks to build confidence in their movements. For example, children are placed on top of the slide rather than being able to safely manage the risk of climbing the steps themselves. This delays children's understanding of how to assess their own risks.
- The childminder and her assistant understand children's care needs. They are in tune with the children. For instance, from non-verbal cues, the childminder and her assistant know when children need to rest or are feeling hungry. This demonstrates how well the childminder and her assistant know the children.
- Parents talk about how nicely children settle. They state that the childminder communicates well with them. The childminder provides communication books for parents. This is to share information about the children. She gives parents knowledge about policies and the early years foundation stage when they start at the setting. This helps parents understand what the childminder provides for their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes robust risk assessments. When going on trips, she plans these well to ensure children's safety. When children start at the setting, the childminder gains a vast amount of information from parents. For instance, she asks parents about any birth marks so she is aware of marks children already have. This helps ensure she safeguards children effectively. The childminder has a good knowledge of child protection and what to do if she has a concern. She has been developing her assistant's knowledge of safeguarding children to make sure she is clear on the signs of abuse. This ensures that children's safety is paramount.

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
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ensure hygiene procedures are securely embedded to minimise the spread of infection	08/03/2023
implement a purposeful curriculum that considers children's age, stage and individual developmental needs to plan and provide suitably challenging experiences that build on what children already know and can do.	29/03/2023

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

- develop planning to follow children's lead during their play to further enhance learning
- provide opportunities to challenge children's ability to manage their own risks.

Setting details

Unique reference number	2608598
Local authority	Oldham
Inspection number	10265360
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Chadderton, Oldham. The childminder operates all year round, from 8am to 5.30pm on Monday to Wednesday, and from 8am to 3pm on Thursday and Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 6. She works with an occasional assistant.

Information about this inspection

Inspector
Joanne Valek

Inspection activities

- This was the first routine inspection the provider 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.
- 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.
- The inspector talked to the childminder and her assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a story time activity with the childminder.
- The inspector gained the views of several parents during the inspection.
- 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.

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