

Childminder report

Inspection date: 8 July 2025

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not have a secure understanding of how to implement the 'Statutory framework for the early years foundation stage'. This has resulted in significant breaches to the requirements, with particular regard to the arrangements to promote children's safety. The childminder has not ensured there is appropriate fire detection and control equipment. For example, fire blankets are not readily available. The childminder ensures that mandatory training such as safeguarding is completed. However, she does not ensure that she, or any assistants that work with her, have an adequate understanding of safeguarding and child protection. Therefore, children's safety, well-being and education are comprised, and they are exposed to significant risk of harm.

The quality of education the children receive is poor. The lack of a broad and ambitious curriculum means children are not making good progress. The childminder does not demonstrate she fully understands individual children's development. She does not know what they need to help them to progress to the next stage of learning. The childminder's weak understanding of children's current stages and areas to be developed results in learning opportunities that are either too simple, too complex or do not engage children's interests. Children spend much of their day wandering around or sat for long periods of time with no interaction. The poorly planned curriculum does not motivate the children to remain focused and engaged and build on their existing skills.

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

- Due to ineffective risk assessments, children's safety is compromised. The childminder does not risk assess effectively to ensure that the environment is safe and suitable for the children she is caring for. She fails to ensure the setting is safe and ready for children's arrival. For example, there is debris, large sheets of plastic, metal nails and sharp pieces of wood in the bathroom that the children use. In addition, the childminder failed to identify hazardous substances such as 'screen wash' that is accessible to children and broken glass on the steps in the garden. This exposes children to unnecessary risks of harm.
- The childminder has failed to ensure that her premises are fit for purpose and suitable for the age of the children cared for on the premises. Although the childminder has plans to put up fencing and gates in the garden to make the area secure, she is yet to do so. In addition, children are not adequately supervised and associated risks are not considered which puts children at significant risk of harm. For example, during outdoor play, children are not adequately supervised as they hang over the garden wall which has a significant drop onto the pavement on the other side.
- The childminder ensures that there is adequate toilet and handwashing facilities

for children and any assistants that work with her. However, she has failed to ensure that these are safe and suitable, or that the changing facilities are hygienic for changing children who are in nappies. For example, the changing facilities for children who are still in nappies comprises of a piece of plywood balanced on a bathtub with a changing mat placed on top. This does not ensure children's safety and well-being.

- The childminder is not obtaining required information about children. In addition, she does not effectively maintain the records and documentation required to support children's health and welfare. For example, children's registration forms are missing vital information, such as parents' names, emergency contact details and important health information. This compromises children's welfare as information is not easily accessible to the childminder, Ofsted or other agencies in order to meet children's needs.
- The childminder has some knowledge and understanding of how to support children with special educational needs and/or disabilities (SEND). However, she does not make timely referrals and seek early help from other professionals to ensure children with SEND receive the support they require to make good progress. This means children do not receive the meaningful and necessary support that is needed so that they continue to develop and learn.
- The childminder continues to fail to recognise weaknesses in her skills, knowledge and practice. She remains unable to meet the learning and development requirements because she does not know how to plan a curriculum that helps children to make progress. In addition, the childminder says that she provides coaching and support for any assistants that work for her. However, as the childminder cannot accurately assess her own knowledge and that of her assistants, the impact of this is negligible.
- Curriculum planning and teaching are weak. The childminder and her assistants do not plan activities and experiences to support children's learning. These are not specific or tailored to individual children's needs. For example, during the inspection, all children of varying ages and abilities accessed the same toys, resources or experiences provided. This does not support children or prepare them for their next stage of learning.
- The childminder has recently undertaken training to help her understand how to better support and expand children's communication and language skills further. However, she has not embedded this learning in to her practice. The childminder and her assistants provide limited interaction or purposeful engagement to promote children's communication, language and learning overall.
- The childminder builds relationships with parents. She follows children's home routines in the setting, such as sleep times. This helps children to settle.

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
ensure that effective risk assessments are completed of all spaces that children occupy, to identify and minimise or remove risks to children and keep them safe	05/08/2025
make sure all areas that are accessible to children are safe, clean, fit for purpose and suitable	05/08/2025
ensure emergency exits are kept clear from obstruction, and appropriate fire equipment such as fire blankets are easily accessible at all times	05/08/2025
ensure changing facilities for changing any children who are in nappies are suitably hygienic and safe to use	05/08/2025
ensure records are easily accessible and available to those who have a right to see them or professional need to see them	05/08/2025
obtain all required information and records and ensure these are maintained and kept up to date, to help safeguard children and meet their individual needs	05/08/2025
implement effective procedures to ensure that children with special educational needs and/or disabilities receive the appropriate and required support	05/08/2025

take appropriate action to improve knowledge and understanding of the early years foundation stage (EYFS), including how to implement it, as part of your registration with Ofsted	05/08/2025
ensure that appropriate skills and knowledge and a clear understanding of the role and responsibilities are gained, in order to provide a good quality early years provision	05/08/2025
provide appropriate support and guidance to assistants to ensure they have an up-to-date knowledge of safeguarding issues	05/08/2025
support assistants to undertake appropriate training and professional development opportunities to develop their knowledge and understanding of how children learn.	05/08/2025

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

	Due date
plan and implement an effective curriculum that meets the needs of individual children and supports their development across all areas of learning.	05/08/2025

Setting details

Unique reference number	2608991
Local authority	Salford
Inspection number	10405752
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	9
Number of children on roll	6
Date of previous inspection	4 February 2025

Information about this early years setting

The childminder registered in 2020 and lives in Salford. She operates term time only, from 9am to 1pm, Monday to Friday. The childminder works with two assistants. She offers government-funded childcare places for children aged between nine months and five years.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- The inspector spoke to parents and took account their views.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and children's information such as registration forms.

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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