

Childminder report

Inspection date: 12 January 2024

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is compromised due to significant weaknesses in the childminder's leadership and management. The childminder does not ensure that the assistant looking after children has been vetted appropriately. In addition, she allows the assistant to have unsupervised contact with children. These weaknesses mean that children's safety cannot be assured.

The curriculum is not ambitious for all children. The childminder does not plan and deliver a sequenced curriculum to meet all children's needs and interests. Furthermore, she does not help children to become focused in their play and learning. For example, when adult-led activities take place, they are not differentiated when different ages of children are expected to participate together. While pre-school children benefit from this learning, younger children lose interest. This means that some children do not benefit from these meaningful learning experiences. Furthermore, the childminder does not provide children with consistent messages to support healthy choices. Despite the weaknesses, children are happy and settled and show that they have a secure attachment as they approach the childminder for cuddles. However, the childminder does not support young children effectively enough to understand their feelings and behaviour. Sometimes, this leads to children feeling frustrated and upset.

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

- The childminder fails to ensure that anyone working with the children is suitable to fulfil the requirements of the role. She has not informed Ofsted about an assistant working directly with the children in her setting. The childminder deploys the unsupervised assistant to take children to school, which compromises their safety.
- The childminder fails to promote children's good health, including their oral health, adequately. She does not ensure that children have daily access to fresh drinking water and fails to provide children with positive messages about the impact of poor drink choices on the health of their teeth. Furthermore, the childminder drinks fizzy energy drinks around children throughout the day. She does not consistently model and guide children to help them learn how to look after their bodies.
- The childminder provides healthy meals and snacks for children. However, she does not always ensure that the individual personal needs of children are met. For example, young children are fed lunch in their pram. They are not given opportunities to explore their food and learn to feed themselves. Furthermore, the childminder does not implement procedures consistently to ensure that adults and children wash their hands after wiping noses. This does not help to reduce the spread of germs.

- Overall, the childminder and her assistant support children's communication and language development through back-and-forth conversations. For example, new vocabulary, such as 'frozen' and 'icy', is introduced as young children play with coloured ice cubes. The childminder reads stories and sings nursery rhymes to children. However, there are occasions when the childminder and her assistant do not use the correct pronunciation of words. For example, they say 'do do' for 'dummy' and 'blanky' for 'blanket'. This does not ensure that children learn the accurate pronunciation of all words.
- The childminder and her assistant incorporate basic mathematics into the daily activities and routines of the setting. For example, they support children to count to 10 when playing with the building blocks. Older children are supported to find and name shapes and colours as they play. However, their learning is not extended by the childminder to develop the skills and attitudes needed for the next stage in development, including readiness for school.
- The childminder and her assistant are kind and caring. They have developed a close bond with the children in their care. Children are actively encouraged to share, cooperate and work together as a team. Consequently, children show kindness and cooperation when playing with their friends.

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?

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

	Due date
ensure that anyone whose suitability has not been checked is not left unsupervised with children	09/02/2024
ensure that fresh drinking water is always made available and accessible to all children	09/02/2024
ensure that children's oral health is promoted to prevent dental issues	09/02/2024

implement a broad and balanced curriculum that is planned and sequenced to differentiate children's learning and development.	09/02/2024
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To further improve the quality of the early years provision, the provider should:

- model healthy habits for children, to reinforce their understanding of healthy lifestyles further
- develop and implement strategies to support children to understand their feelings and emotions.

Setting details

Unique reference number	2637473
Local authority	Cheshire East
Inspection number	10308620
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 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Middlewich. Her provision operates all year round, from 7am to 6pm, Monday to Friday, except for annual holidays.

Information about this inspection

Inspector
Anita Dunn

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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 spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- 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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