

Childminder report

Inspection date: 20 May 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

Children's health and safety is not assured in this setting. The childminder has failed to ensure that the premises are safe for the children to enter. Additionally, arrangements for mealtimes do not support children's health and well-being. These weaknesses compromise children's safety.

The childminder does not provide an ambitious curriculum which supports the individual needs of the children in her care. Periods of the day are filled by children being placed in front of the television. This limits the experiences children have throughout the day to progress in their learning and development. Furthermore, this impacts on children's behaviour and engagement. Children become bored and frustrated. The childminder does provide some experiences, such as painting, that the children enjoy. However, due to lack of professional development opportunities undertaken by the childminder and her assistant, experiences do not help children to consistently build on their prior knowledge.

Children have formed positive bonds with the childminder and her assistant. The childminder and her assistant are warm and friendly. Children generally settle in well. The childminder and her assistant encourage children to develop their self-care skills, such as washing their hands and dressing themselves. Children begin to learn about some healthy practices.

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

- The childminder does not have a good knowledge of assessing risks to ensure the environment is safe for children. For example, children are left for short periods of time, out of an adult's sight, in an environment which poses several risks, such as access to cleaning products and vape oil. Children's well-being is compromised. Despite this significant weakness, the childminder did take some steps to remove these risks once they were identified to her.
- The childminder does not ensure that appropriate arrangements are in place to support children's health, particularly during mealtimes. For instance, children sit on the floor, which has not been cleaned, to eat their snack. Children touch the floor and then pick up finger foods to put in their mouths. Additionally, younger children struggle to sit still on the floor while they eat which poses a choking hazard. This compromises children's health.
- The childminder does not put enough focus on training and development opportunities. This hinders her own and her assistant's practice. This has a substantial impact on the quality of education that the children receive. For example, planned activities are not ambitious for children. Adults lack a good understanding of how to differentiate interactions to support children's individual learning needs. Children do not make good progress. That said, occasionally

adults do ask some thought-provoking questions which encourage children to think.

- The environment the childminder provides does not support children's learning and development. She has recently moved the children's playroom to the bottom of the garden. However, children still spend extended periods of time in the house where there are no resources to support their learning. Due to the lack of resources, the childminder and her assistant continuously use the television throughout the day to engage the children. This does not stimulate them. Children become bored and frustrated. The childminder and her assistant do not help children develop positive attitudes to learning.
- Despite actions raised at the previous inspection, the childminder has failed to provide a broad and ambitious curriculum for children. Learning and development is not at the forefront of this setting. Interactions and experiences to progress children in their learning are usually incidental. They do not build upon children's prior development. For example, during a trip to the park older children are encouraged to name colours they have already displayed confidence in identifying. Younger children are pushed nicely on swings but with limited interactions. Children's learning is not sequenced and does not support them to learn new things.
- The childminder does not maintain efficient systems to store information and records. Some records are not accessible. For example, the childminder was not able to share children's 'progress checks at age two' assessments as these could not be located. The childminder was not able to demonstrate that all children have received this statutory assessment. The childminder is not efficiently managing her setting to meet the needs of all children.
- The childminder and her assistant encourage children to be independent. When children struggle with activities, such as putting on their own shoes and socks they are provided with encouragement to persevere. This helps children develop self-care skills.

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
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ensure risk assessments are sufficient so that children are not exposed to risks	17/06/2024
ensure hygiene procedures are consistently promoted during mealtimes to promote children's good health	17/06/2024
ensure appropriate professional development opportunities are undertaken by the childminder and her assistant so that learning experiences and interactions help children to continually improve	17/06/2024
ensure records are maintained and accessible when required.	17/06/2024

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

	Due date
implement a broad and balanced curriculum that is planned and sequenced to differentiate children's learning and development	08/07/2024
provide experiences for children which are stimulating and engaging which help secure play and learning.	08/07/2024

Setting details

Unique reference number	2637473
Local authority	Cheshire East
Inspection number	10334266
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 10
Total number of places	6
Number of children on roll	18
Date of previous inspection	12 January 2024

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. The childminder works with an assistant.

Information about this inspection

Inspector
Joanne Buckley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- We carried out this inspection as a result of a risk assessment, following information we received about the childminder.
- 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 EYFS curriculum.
- Children spoke to the inspector during the inspection.
- The inspector spoke to the childminder's assistant during the inspection.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector carried out joint observations of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of some of key documentation requested.

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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