

Childminder report

Inspection date: 1 May 2024

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

What is it like to attend this early years setting?

The provision is inadequate

The childminder has done too little to address a decline in the quality of care and education she provides. She has a limited understanding of child protection procedures. This means she is not aware of possible safeguarding concerns or the correct procedure to follow. The childminder does not keep all required records. For example, she does not ensure children's records of attendance are maintained, as is required. Children's good health is not promoted. The childminder does not take appropriate steps to manage infection risks, leaving children exposed to illness. Despite some poor hygiene practices, general standards of cleanliness within the childminders home are good.

The quality of education is weak. The childminder lacks awareness of different ways that young children learn. She adopts a formal approach and planned activities are at times poorly matched to children's capabilities. The childminder is currently caring for more children than she typically would. This has a negative impact on the quality of care and education that the childminder provides. For example, the childminder struggles to meet the needs of four children of different ages simultaneously. She is unable to sustain children's interest in planned group activities and there are times when she does not consider the very youngest children who wander aimlessly.

Despite the weaknesses identified children are settled. The childminder is mindful of children's emotional well-being. Children are warmly welcomed and often considered as extended family. Children demonstrate that they feel secure in her care. They confidently approach the childminder for cuddles and reassurance during the inspection. At times, children happily lead their own play, they play imaginatively with plastic dinosaurs and relax as they enjoy a favourite television programme. The childminder encourages children to play cooperatively 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 understanding of how to respond if faced with a child protection concern. When presented with scenarios, including a child arriving with an existing injury, she is unable to demonstrate how to respond appropriately. This compromises her own and children's safety.
- The childminder demonstrates that she is aware of the legal requirement to maintain a record of each child's attendance. However, she has failed to do so for several months prior to the inspection. This hinders the safe and effective management of her provision.
- The childminder's hygiene procedures present a risk of cross-contamination to children. For example, when a child's dummy falls on the floor, the childminder

puts it in her mouth to clean it before putting it back into the child's mouth. After a child drinks from another child's sports bottle, the childminder allows this to be returned so the child can continue using the bottle. Furthermore, the childminder does not ensure the nappy changing mat is cleaned appropriately in between uses. This does not support children's personal development or contribute to their good health.

- The childminder does not use self-evaluation effectively to identify and address weaknesses in her practice. The childminder has failed to maintain her skills and knowledge through professional development opportunities and keep abreast of changes and updates to guidance. This has led to gaps in her knowledge of how to support children's learning and development.
- The curriculum is poorly designed. The childminder has a general awareness of children's interests and their capabilities. However, she does not use what she knows effectively to help children make good progress. This means activities are not always well-matched to children's interests or their stage of development. For example, young children quickly lose interest as the childminder repeatedly holds up cards and asks them to identify objects, colours, shapes and numbers.
- At times, the childminder chooses to increase the number of children in her care. The demands of several young children mean she is not able to engage sufficiently with every child to support their learning. Children are not supported to make good progress.
- The childminder does not always consider if children have the knowledge and skills they need prior to planning activities. This means the childminder has unrealistic expectations of what children can achieve. For example, children who do not have the physical dexterity or muscle strength in their hands and fingers are encouraged to practice formal handwriting. Children are not supported to develop and build secure foundations in their learning.
- The childminder is aware of the importance of children's speech and communication skills. Activities such as singing, looking at books and picture cards are routinely used. This helps to support older children to build their vocabulary. However, the childminder does not do enough to discourage the continuous use of a dummy by younger children when they attempt to talk. This restricts their early attempts to communicate using sounds and words.
- The childminder encourages children to show care and concern for one another. Children are learning the importance of relationships and cooperation as they learn to share and take turns as they play. Older children respond well to the childminder's praise and are eager to keep trying. This helps children to develop a positive attitude to learning.

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 and
Childcare Register the provider must:**

	Due date
attend a child protection training course that provides a secure understanding of how to identify, understand and respond appropriately to signs of possible abuse and neglect and how to report concerns about a child	28/05/2024
keep a daily record of the names of children being cared for on the premises and their hours of attendance	02/05/2024
promote children's good health and take necessary steps to prevent the spread of infection	02/05/2024
ensure the individual needs of all children are met when applying exceptions to the usual ratios	30/05/2024
implement a programme for professional development that promotes the skills, knowledge, and clear understanding of roles and responsibilities required to provide good quality early years provision	30/05/2024
provide an ambitious, well sequenced curriculum that considers the individual needs, interests and development of each child and supports children to make good progress.	30/05/2024

Setting details

Unique reference number	314844
Local authority	Warrington
Inspection number	10334532
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 1996 and live in Warrington. She operates Monday to Friday from 6.30am until 6.30pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vickie Halliwell

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the 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 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 EYFS curriculum.
- The inspector observed the quality of education being provided and assessed the impact these activities had on children's learning.
- 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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