

Childminder report

Inspection date: 27 June 2025

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

The childminder does not take the necessary steps to ensure children are safe. She does not recognise the signs and symptoms of abuse and fails to take the actions required of her role to safeguard children. The childminder does not consistently supervise children in her care. She does not work effectively with other agencies to manage risks to children's safety. The childminder does not use risk assessments effectively to ensure that children are safe in the property. These breaches of requirements have a significant impact on children's safety and welfare.

The childminder does not deliver a curriculum that gives children the knowledge and skills they need to make good progress. The childminder does not use assessment effectively to monitor children's progress and make plans for further learning. When the childminder identifies delays in children's learning, she does not take appropriate action to support the child's progress or seek further support. The childminder does not plan effective learning experiences. Interactions with children do not extend children's learning or promote positive behaviour. The childminder does not consistently work with parents to help them understand children's progress and support their learning to continue at home.

Children enjoy playing with toys in the setting and smile as they handle the childminder's rabbits. The childminder offers some praise and encouragement to children. She tells them they are clever and that they are good children. This somewhat promotes children's self-confidence.

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

- The childminder does not have a clear understanding of the safeguarding and welfare requirements. She shows a lack of understanding of the signs that a child might be at risk of abuse. This does not protect children from potential harm.
- The childminder does not consistently supervise children effectively. She does not recognise when it is necessary to supervise children more closely, such as when she identifies a risk. The childminder also does not supervise children effectively as they sleep in prams in the back garden. This puts children at risk.
- The childminder does not work effectively with other agencies. She does not exchange information or seek support about concerns. This prevents the childminder from working together to keep children safe.
- The childminder does not use risk assessments effectively. When children are hurt because of a broken door, she does not take steps to remove or manage this risk. Further to this, she does not recognise the risk this could pose in preventing exit in an emergency.
- The childminder does not provide a broad curriculum that meets the needs of

the children in her care. She does not have a secure understanding of what she wants children to learn. When she plans activities and outings, she does not think about how they support the curriculum. This does not support children to make good progress in their learning.

- The childminder has a poor understanding of how children learn. She does not engage with children while they play. Children's attempts to seek her attention or engage her in their play receive little response. This does not provide children with the support or motivation they need to learn.
- The childminder does not use assessment effectively. She does not have a secure understanding of what children already know and can do. Consequently, she cannot use this information to plan to meet their needs. When the childminder does recognise delays, she does not put plans in place to meet children's learning needs.
- The childminder does not communicate with parents effectively about children's learning. She does not help them to understand their child's learning needs and when they might need further support. However, some parents are happy with the communication the childminder provides about what activities their children have done each day and how she is supporting them with care needs, such as toilet training.
- The childminder has not maintained standards since her last inspection. Actions raised at this inspection are similar to issues raised in previous inspections. This includes requirements relating to safeguarding, supervision and risk assessment. This means that the childminder is unable to reflect on her practice in order to make and sustain improvements.

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
demonstrate a secure understanding of safeguarding knowledge including how to recognise when children are at risk and the procedures to follow	01/08/2025

demonstrate knowledge of procedures to communicate with other agencies when required, in order to manage risks to children	01/08/2025
demonstrate an understanding of how to keep children safe and prevent their exposure to risks including when they are sleeping and when closer supervision may be necessary	01/08/2025
take all reasonable steps to ensure the premises are safe and people can exit in an emergency.	01/08/2025

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

	Due date
demonstrate an understanding of how to identify children's interests, abilities and next steps in learning, and how to use this information to improve the planning of enjoyable experiences to help children make progress	01/08/2025
demonstrate how to monitor children's progress effectively in order to ensure their learning and development is on track, including establishing starting points for all children	01/08/2025
explain how to keep parents informed of children's progress and address learning and development needs in partnership with parents and relevant professionals.	01/08/2025

Setting details

Unique reference number	404541
Local authority	Trafford
Inspection number	10394440
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 September 2019

Information about this early years setting

The childminder registered in 2001 and lives in Sale Moor, Manchester. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Natalie Myatt

Inspection activities

- 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.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector carried out a joint observation during a planned activity.
- Parents shared their views of the setting with the inspector.
- 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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