

Childminder report

Inspection date: 24 March 2022

Overall effectiveness	Inadequate
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

Low expectations of children's learning and a poorly designed curriculum results in children not receiving the education that they rightly deserve. The childminder has a poor understanding of child development. For example, she places older children in high chairs to eat, which does not support their independence and physical development. The childminder is unaware that children are too big to use these chairs. Children receive mundane learning experiences from the childminder. For example, she selects random toys for children to explore with no clear reason for doing this. Children show little interest and become disengaged. They wander around and ask to play with their own toys, that they have brought from home.

Children enter the setting with below age-related expectations and do not make the progress that they are capable of. Parents are not informed when the childminder has a concern about their children's development. The childminder has a poor understanding of working with other agencies that can help to close gaps in children's learning. This means that some children are at risk of falling behind.

Children do not display positive attitudes towards their learning. They become uninterested and do not share toys. Due to the COVID-19 pandemic, parents do not enter the setting as they usually would. Children confidently wave their parents off at the door and take these changes in their stride.

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

- Poor leadership and a lack of understanding of legal requirements results in a catalogue of failings. The childminder has been too lax and has let standards significantly decline since her last Ofsted inspection. Her understanding of child protection is weak and she does not understand local safeguarding procedures. Self-evaluation is poor and does not include the views of children and parents.
- The childminder does not understand how to offer an ambitious and meaningful curriculum to children. Her poor understanding of child development and lack of knowledge of what children already know and can do means activities are dull. She covers topics, such as 'colours', with no clear reason as to why she teaches all children about these, regardless of their age and stage of development. This means children are at a significant disadvantage with the education that they receive. Children's behaviour deteriorates because they lose interest. They do not always know what is expected of them and do not learn right from wrong. Children show low levels of engagement in learning and are not prepared for their move on to school.
- Assessment arrangements are poor. The childminder is not aware of the progress check for children between the ages of two and three years. The childminder's inadequate understanding of early intervention means that those

children with additional needs are at significant risk of falling behind. She relies too heavily on thinking that children will make the progress they are capable of when they move on to school. This means gaps in learning do not close and children are left without the support they need.

- The childminder is caring towards the children. She ensures children have access to fresh air and provides them with healthy foods to eat. The childminder talks about healthy practices, such as exercise. However, she does not teach children about the importance of washing their hands after wiping their noses.
- Children do not always make the progress they are capable of in communication and language. The childminder does not always speak clearly to children. For example, she uses words such as 'doggy' and does not teach children the correct letter sounds.
- Parents receive daily updates from the childminder about their children's time at the setting. In written feedback, parents comment on the childminder's caring nature.
- The childminder does not access an effective programme of professional development. She completes some mandatory training, such as paediatric first aid. However, training to develop her knowledge, skills and practice to a higher level is not established.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has a poor understanding of child protection. She has not kept up to date with changes in safeguarding. This means children's safety and well-being cannot be assured. Her safeguarding policy is not fit for purpose and it does not include the safe use of mobile phones and cameras. The childminder is unaware of the steps to take if an allegation is made against herself or a household member. She shows a poor understanding of the 'Prevent' duty and her knowledge of safeguarding issues is poor. She is not aware of the possible signs children may present with if they have been subject to female genital mutilation. The premises are safe and all adults living in the house are suitable to have contact with children.

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
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ensure the childminder understands safeguarding policies and procedures, and has an up-to-date knowledge of safeguarding, including the 'Prevent' duty and the steps to take if an allegation is made against herself or a household member	29/04/2022
ensure the safeguarding policy includes information about the use of mobile phones and cameras	29/04/2022
ensure children are provided with an ambitious and coherently planned curriculum that builds on what they already know and can do	29/04/2022
ensure parents are made aware of any concerns relating to their children's development and links with external professionals are in place, to help those children who are at risk of falling behind in their learning get the specialist support that they need	29/04/2022
ensure the progress check is completed for children between the ages of two and three years old and this is shared with parents.	29/04/2022

To further improve the quality of the early years provision, the provider should:

- refine systems for self-evaluation and include the views of children and parents to help to raise standards across the setting
- provide children with clear expectations about their behaviour
- teach children the importance of following good hygiene practices, such as washing their hands after wiping their noses
- model the correct pronunciation of letter sounds and words
- strengthen the programme of professional development, to help raise standards in practice to a higher level.

Setting details

Unique reference number	504966
Local authority	Oldham
Inspection number	10065400
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	3 to 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 January 2016

Information about this early years setting

The childminder registered in 1999 and lives in Failsworth, Manchester. She operates Tuesday to Thursday, 7.30am to 6pm, all year round with the exception of bank holidays, family holidays and one week at Christmas.

Information about this inspection

Inspector

Luke Heaney

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 his evaluation.
- The childminder and the inspector completed a learning walk and tour of the premises.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact these had on children's learning.
- The inspector held discussions with the childminder and children.
- Written comments from parents were considered by the inspector.
- An observation of an activity was carried out, and the inspector and childminder discussed this afterwards.
- Relevant documentation was reviewed by the inspector, including evidence of the training of the childminder.

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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