

Childminder report

Inspection date:

8 February 2023

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

Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not accurately identify safeguarding concerns or when families may need support. This means that children's safety is not assured. Furthermore, the childminder's knowledge of 'Prevent' duty is not secure. Children are happy, but the childminder does not safeguard them effectively. Children who need additional support in their learning do not always get the help they may need. The childminder teaches children as they play. However, learning is not always planned and purposeful. For example, activities do not always support children's next steps. This means that children do not make the best progress they are capable of.

Despite weaknesses, children have opportunities to go on walks to explore the local area. They visit sheep in a nearby field and sing songs as they observe them. The childminder responds well to children's needs. For example, when they have been playing in water, they are quickly changed. Children have positive relationships with the childminder. Children's behaviour is generally good. They listen to the childminder and follow instructions. However, the childminder does not have the highest expectations of children. Children are not always supported to understand their own emotions. This means children do not always develop an understanding of how they feel. Children are confident and explore their surroundings. They access a range of age-appropriate resources.

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

- The childminder does not understand the signs and indicators of different types of abuse. She demonstrates poor knowledge of a range of safeguarding issues. The childminder is unable to recognise safeguarding concerns in order to form an accurate view of the risks to children's safety. This means that children may be at risk of harm.
- The childminder extends children's learning as they play. However, it does not always build on what children already know and can do. For example, children explore winter animals and wool in water, pretending it is snow. They learn the names of different animals and words to describe how it feels. However, the childminder does not have a clear intention of what she wants children to learn before the activity begins. This means that children do not progress as rapidly as they could.
- Children who need a little support in their learning do not always get the support they need promptly. For example, when children show delays in developing early language skills, the childminder does not provide additional support to help them to catch up. Furthermore, the childminder does not seek help from outside agencies and does not have secure knowledge of where to find this support. This means that children who need a little extra support do not get it as quickly

as possible.

- The childminder supports children's physical development well. For example, children develop their strength as they climb on soft-play equipment. They develop the small muscles in their hands as they tear wool. This helps children to build their skills over time.
- Children have positive attitudes towards learning. They are eager to explore and try new things. For example, children build towers with blocks, showing delight as they fall down. Children fully engage with the resources and activities the childminder provides.
- Although children's behaviour is good, the childminder does not support children to manage their own conflicts. For example, children feel frustrated, as they each want the same toy. The childminder does not help children to identify their feelings and learn how to manage them.
- The childminder has taken part in some training to help her to improve her practice. For example, the childminder has completed training in first aid and 'cultural capital'. This has helped her to develop her practice over time.
- The childminder has not forged links with other settings that children attend. This means that she is not able to provide a consistent approach to children's learning and care.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder is able to name different types and signs of abuse. However, she has not taken action when safeguarding concerns have arisen. Despite recent training, the childminder has gaps in her knowledge of safeguarding issues. This means she is not in a position to fully safeguard children. The childminder supervises children when they use climbing equipment in order to help them to be safe. She teaches children about road safety. Children walk next to the childminder and hold hands with each other. This helps them to learn how to keep themselves safe.

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
improve knowledge of child protection issues and ensure concerns about children are reported in a timely manner	14/03/2023

take action to support children who need a little help in their learning, and enhance knowledge on where to seek support from outside agencies	14/03/2023
communicate with other settings that children attend in order to promote continuity in learning and care.	14/03/2023

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

- strengthen knowledge of areas of learning in order to plan a broad and balanced curriculum
- support children to learn about their emotions and how to manage their feelings.

Setting details

Unique reference number	EY310144
Local authority	Cheshire East
Inspection number	10276132
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	2 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	3 July 2017

Information about this early years setting

The childminder registered in 2005 and lives in Nantwich, Cheshire. She operates all year round, from 8am to 6pm, Monday to Thursday, and 3pm to 6pm on Fridays. The childminder holds a relevant childcare qualification at level 3. She provides overnight care for children if required.

Information about this inspection

Inspector

Amanda Richards

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.
- The childminder and inspector completed a learning walk together and discussed the early years 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 carried out a joint observation with the childminder.
- Parents shared their views 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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