

Childminder report

Inspection date:

28 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children do not benefit from a consistently well-planned curriculum. For example, the childminder does not give sufficient thought to the purpose of activities. Therefore, at times, they lack focus to ensure that all children are suitably challenged in their learning. This hinders the childminder's ability to identify gaps in what children need to learn. Therefore, children do not always build on what they already know and can do.

The childminder lacks confidence in putting her procedures into practice, especially when handwashing is required. For example, children are reminded to wash their hands before eating snacks and are reminded to follow the instruction. However, when the children finish eating, they find it difficult to follow instructions and to cooperate. There is no follow-up from the childminder to reinforce the importance of handwashing throughout the session. Therefore, this does not support children's understanding of good hygiene practice and following rules and expectations of behaviour.

Children are settled and secure. They form an affectionate bond with the warm and friendly childminder. This supports children's emotional well-being while creating a secure base for future learning. Children are supported and encouraged to embrace their community. They regularly take part in a range of 'real-world' experiences with the childminder, such as going for walks along the local canal, visiting local shops to buy snacks and building their social and communication skills. In addition, they learn about the variety of available fruits and their names, such as 'ever crisp' for an apple.

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

- The childminder does not evaluate her own practice to an adequate standard. Therefore, she is unaware of the requirement to notify Ofsted about changes within the household. However, the impact of this on children is minimal. The childminder has now taken swift action and responsibility for this breach. Despite this, children feel safe and well looked after in the childminder's care.
- Parents speak positively about their children's experience with the childminder. They appreciate her kind nature and the gentle way she interacts with the children. However, parents do not always receive specific information about their child's next steps. Furthermore, this information is also not shared with the other settings that children attend. This is due to weaknesses in the assessment procedures. Consequently, this does not help to build partnership working to further raise better outcomes for children.
- Communication and language development are actively promoted within the setting. The childminder uses a range of successful strategies to expand and

improve children's understanding of new vocabulary. For example, she repeats back to the children what they have echoed, to show they have been understood. Therefore, children learn words such as 'fire engine' and 'hosepipe'.

- The childminder effectively uses technology to support children's learning with a tremendous auditory response from the children. Children develop their fluency when instructing the digital speakers to play music. They dance when taking part in action rhymes in both English and German. Children are excited and enthusiastic to join in.
- The childminder understands and emphasises the importance of eating nutritious food within her setting. This supports children to start to learn how they can live healthy lifestyles. Children are provided with opportunities to develop their independence and fine-motor skills when using various pieces of cutlery. However, there are occasions when the childminder is not consistent with clear behaviour expectations. For example, at snack time, children are not consistently encouraged to sit down and eat, instead choosing to wander around the house eating toast while playing.
- The childminder has attended training to extend her knowledge on strategies to further support children with their communication and language development. She is aware of how to take swift action to access early intervention for children who require additional help.
- Children delight in choosing to play outdoors. However, with the lack of curriculum planning and activities on offer, the childminder does not always manage to extend children's curiosity and engagement to enhance their learning and development. This limits the progress children can make and the opportunities for them to fully engage in exciting and stimulating learning experiences.
- The childminder has a good knowledge of the interests of the children. They enjoy using a long tube to explore size as they investigate which cars will fit into the tube. The childminder introduces mathematical language to expand their understanding. She talks about size and position and encourages them to predict if the cars are too big to fit down the tube.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes mandatory training to keep her child protection knowledge current. She has sound knowledge and understanding of the signs that may indicate a concern about children's welfare, including broader safeguarding concerns, including extremism and female genital mutilation. The childminder has all the required documentation in an organised manner, readily available for the inspection, along with a valid paediatric first-aid certificate. The childminder ensures that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain entry.

What does the setting need to do to improve?

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

	Due date
implement a challenging and exciting curriculum, both indoors and outdoors, to enable children to build on what they already know and can do and make the progress they are capable of.	14/11/2022

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

- strengthen strategies to consistently promote positive behaviour, and support children to understand the setting rules and expectations at all times
- strengthen systems for the two-way flow of information with parents, and between other settings that children attend to support continuity of care and education
- focus wider professional development more sharply on providing the highest standard of care and education for all children.

Setting details

Unique reference number	EY365695
Local authority	Stockport
Inspection number	10235164
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 October 2016

Information about this early years setting

The childminder was registered in 2008 and lives in Stockport, Manchester. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Maryam Chauhan

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed interactions between the childminder and the children.
- The inspector spoke to one parent and took account of her views.
- The inspector looked at relevant documentation and the evidence of the suitability of persons living in the household.

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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