

Childminder report

Inspection date: 19 October 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

Children are not supported to make the best progress they can with the childminder. Weaknesses in the childminder's practice result in poor outcomes for children. The childminder does not plan appropriate learning for children. Teaching is of poor quality. Furthermore, the childminder demonstrates a lack of understanding of the requirements that she must follow. For example, the childminder does not know or implement the seven areas of learning. This means that her practice does not improve over time and that outcomes for children are not improving.

Children are happy and they behave well. However, their attitudes towards learning are poor. For example, when children do not want to join in with activities they are not encouraged to do so. The childminder does not challenge children in their learning, and they are not encouraged to give things a try. This means they do not build resilience and their personal development is not nurtured. The childminder does not have high expectations of children's learning or conduct. Despite this, children have a good relationship with the childminder. This helps them to feel safe and secure. Children enjoy spending their time in the cabin with the childminder, where they have access to a variety of resources.

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

- The childminder has not kept her knowledge of the learning and development requirements up to date. She does not fully understand how children's learning develops over time. This means she is unable to provide learning opportunities that challenge children. As a result, children do not make the progress they are capable of.
- The childminder does not effectively assess children's learning. As a result, she provides activities that are not pitched at the right level. This does not provide progression over time. The childminder does not plan learning for children that builds upon what they already know and can do.
- The childminder does not correct children's mistakes. For example, children are praised for identifying a ball as a shape, however, their answers are not correct. This means children do not learn correct information.
- Although children behave well, they have poor attitudes towards learning and lack engagement. This means that children do not have the desire to learn. The childminder does not follow children's interests. For example, when children are asked to join an activity, they often say 'no' and move away towards things that interest them. The childminder fails to identify children's lack of engagement. This does not help them develop a love for learning.
- The childminder encourages children to have a positive attitude towards others. However, she does not support children to learn about people who are different

from themselves. For example, children do not learn about different cultures. This does not help to prepare children for life in modern Britain.

- At times, the childminder does not promote children's positive self-esteem. When children answer questions with the wrong answer, the childminder repeatedly tells them 'no'. She does not try to help children to learn the correct answers. This means children's confidence and self-esteem are not fully supported.
- The childminder does not effectively evaluate her own practice. For example, she does not identify when children are not challenged in their learning. This means the childminder is unable to identify and address weaknesses in her own practice.
- The childminder completes all mandatory training, such as safeguarding and first aid. However, she does not complete any continuous professional development opportunities to support the improvement of her practice. This has led to weaknesses in children's learning and the childminder's understanding of the requirements she must follow. This means the childminder does not effectively prepare children for their transition to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the different forms of abuse and what signs to be aware of. She understands when she would discuss concerns with parents. She knows how to report any concerns she has about a child's safety. The childminder has attended training on safeguarding to help her to keep her knowledge up to date. She has robust procedures in place if a child does not arrive when expected and if an unfamiliar adult arrives to collect a child. Children safety and well-being are fully assured.

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
deliver a high-quality curriculum that covers all areas of learning, which provides challenge to all children	09/12/2022
develop methods to effectively evaluate children's progress, so that learning can build on what children already know	09/12/2022

evaluate own practice effectively, so that action can be taken to help practice continually improve over time	09/12/2022
take part in training to develop practice in order to provide high-quality learning experiences for children.	09/12/2022

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

- enhance teaching about equality and diversity, so that children learn about others who are different from themselves.

Setting details

Unique reference number	EY403146
Local authority	Tameside
Inspection number	10235367
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	4 to 9
Total number of places	5
Number of children on roll	5
Date of previous inspection	16 January 2017

Information about this early years setting

The childminder registered in 2009 and lives in Ashton-under-Lyne, Tameside. She operates all year round from 7am until 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Sarah Shearman

Inspection activities

- This was the first routine inspection 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 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 carried out a joint observation with the childminder.
- Children communicated with the inspector during the inspection.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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