

Childminder report

Inspection date: 7 July 2022

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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and their well-being are not assured. Although the childminder took action to meet the legal requirements following the previous inspection, she continues to show little regard for the statutory framework. She has failed to sustain the earlier improvements she made in relation to record keeping and risk assessment. In addition, further safeguarding and welfare requirements are not met. Poor organisation means that, on occasion, children do not receive their morning snack until midday. Children's well-being is also compromised because the childminder is not fully aware of the risk to young children from suffocation or overheating at sleep times. When identified by the inspector, this was immediately rectified.

Children are not sufficiently supported to make good progress in their learning and development. The childminder does not fully understand how children learn best. This has a negative impact on the educational programme and the quality of teaching. As a result, children often show limited interest in planned activities. For example, when children are expected to learn from pictures on laminated activity sheets, they are eager to leave the activity and play independently. Children also struggle to focus or maintain their concentration when they are seated in front of the television, to learn from video clips off the internet.

Despite the weaknesses identified, children appear happy in the care of the childminder and her assistant. They demonstrate a sense of belonging and most happily occupy themselves with the wide range of accessible play materials. Babies have some good opportunities to explore different textures through sensory play. Children enjoy daily access to sand, water and creative materials, which encourages them to experiment and express themselves freely.

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

- Weaknesses in organisation mean that, on occasion, children's basic care needs are not always met. During the inspection, the childminder and her assistant failed to provide children with their expected midmorning snack. The childminder then settled children under two years of age for their afternoon sleep, without offering them a mid-day meal. When questioned by the inspector, the childminder immediately gave children their snack, directly followed by their mid-day meal.
- The childminder does not have a good enough knowledge and understanding of safe sleeping guidelines. As a result, she has not considered the potential risk posed to older babies, who have very limited free movement because they are securely wrapped in a quilt for their afternoon nap. The childminder thanked the inspector for bringing this to her attention and immediately reviewed her

practice.

- Weak practice by the childminder means that children's play is unnecessarily interrupted, as children are asked to move from one area to another. For example, children are asked to stop what they are doing to sit and wait in the hallway while the childminder changes nappies.
- The outdoor play area is poorly maintained. The childminder does not fully assess the risks for all ages. This means the risk of harm to children is not minimised. This is a breach of requirements that has been brought to the provider's attention before. This means she has been unable to sustain the improvement she previously made and Ofsted intends to take enforcement action.
- The childminder has an appropriate system for recording children's attendance and for collecting information about them before they are left in her care. However, she does not complete the hours of attendance for all children. The childminder does not have the legally required information for each child. This poor practice puts children at risk in the case of an emergency. These are breaches of requirements and have also been brought to the childminder's attention previously. The childminder is unable to sustain the improvements she made and Ofsted intends to take enforcement action.
- The childminder has a general awareness of children's capabilities. She provides some fun activities that children enjoy and some independent learning takes place. However, the childminder is slow to recognise and extend children's learning during their self-initiated play.
- The childminder does not have a good enough understanding of different teaching methods and the ways in which children learn best. As a result, some planned activities fail to excite or fully engage children. This means children are not always supported to develop a positive attitude to learning.
- The childminder does not support children well enough to help them develop a love of books. She relies heavily on the use of the television for songs and story time. Children frequently lose interest and become restless, when they are repeatedly asked to sit and watch the large screen.
- Despite weaknesses in teaching and the quality of education, children are developing some of the skills and knowledge they need to support their future learning.
- Adults working with the children are positive role models. In the main, children behave well and adults intervene as appropriate, to help children learn how to recognise and manage their own feelings and behaviour.
- The childminder conducts regular supervision sessions with her assistant. However, weaknesses in her own knowledge mean that assistants are not always provided with the level of support, coaching and training they need to help children make good progress.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and well-being are compromised by poor practice at sleep times,

and weaknesses in record keeping and risk assessment. While the childminder takes effective steps to enable children to play and move safely within her home, she does not do enough to minimise hazards in the outdoor play area. The childminder also fails to maintain legally required records, which places children at risk in the event of an emergency. Since the previous inspection, the childminder and her assistant have completed relevant training. Both have a clear understanding of their role and responsibilities regarding child protection. This helps to ensure that they are alert to possible indicators of abuse and able to implement appropriate procedures without delay, should they have any concerns about a child's well-being.

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
implement effective risk assessments to ensure children's safety in the outdoor area	29/07/2022
improve knowledge and understanding of safer sleep guidelines and ensure the safest practice is implemented	29/07/2022
review and improve the organisation of the daily routine to ensure children's care needs are fully met, with particular regard to the arrangements for meals and snacks	29/07/2022
keep records for each child, including: their name and date of birth; the name, address and emergency contact details of their parent(s), and information about who has parental responsibility	29/07/2022
keep a daily record of the names of the children being cared for on the premises and their hours of attendance	29/07/2022
target training and professional development opportunities to strengthen knowledge and the teaching of the curriculum.	29/07/2022

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

	Due date
ensure that teaching provides children with interesting and purposeful activities, that are appropriate for their age and stage of development, and promote good progress	29/07/2022
ensure assistants are aware of children's abilities, what they are to learn, and are able to teach effectively to help children make good progress.	29/07/2022

Setting details

Unique reference number	2516245
Local authority	Lancashire
Inspection number	10239087
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	0 to 4
Total number of places	9
Number of children on roll	12
Date of previous inspection	9 March 2022

Information about this early years setting

The childminder registered in 2019 and lives in Chorley, Lancashire. She operates for 51 weeks of the year, from 7.30am to 6pm, Monday to Friday and is closed for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. The childminder holds a childcare qualification at level 6 and works with an assistant.

Information about this inspection

Inspector

Vickie Halliwell

Inspection activities

- The inspector discussed any continued 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. She assessed the impact these activities had on children's learning. She discussed with the childminder how the curriculum is planned and implemented.
- The inspector spoke to the childminder, her assistant and the children at convenient times throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of staff working with the childminder.
- The inspector checked all areas of the premises used by children, including the garden.

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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