

Childminder report

Inspection date:

9 March 2022 - 7 April 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Breaches of requirements have a significant impact on children's safety and well-being. For example, children are cared for by adults whose suitability has not been checked. Their safety is further compromised because the childminder does not have a good enough knowledge of child protection. This impacts on her ability to ensure safeguarding concerns are appropriately addressed.

Despite significant weaknesses, children are happy and confident learners. They are able to link their lived experiences to deepen their understanding of concepts required for learning. For example, children enjoy learning the corresponding sound for the letter 'r' and notice how the word 'rabbit' begins with this sound. Children are exposed to a rich and varied vocabulary through the adults' skilful modelling of unfamiliar words that are not commonly used. Children become familiar with new words, such as 'stethoscope' and 'thermometer', and confidently use them during role play. This helps to support their communication skills, which the childminder acknowledges to be an aspect of children's development most affected during the COVID-19 pandemic.

Children benefit from an environment that supports their next stage of development. For example, babies, who are starting to crawl, have space and soft flooring to allow them to practise their physical skills. Children express their emotions and communicate their needs well. For example, at mealtimes children talk about why it is important to eat healthy foods. Children strive to become more independent and are well prepared in readiness for starting school.

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

- The childminder has not sustained improvements since Ofsted's previous visit. She has continued to fail to notify Ofsted of assistants working at the premises or to implement systems to ensure checks can be carried out. As a result, adults working with children have not been deemed suitable to do so. Furthermore, she has allowed an assistant to be included in ratios without required checks being completed. This is a breach of requirements. These weaknesses do not ensure children's safety and well-being.
- The childminder does not demonstrate the skills, knowledge or understanding that assures children's safety, particularly in regards to child protection. The childminder has failed to report child protection concerns in a timely manner. As a result, Ofsted intends to take enforcement action.
- The childminder and assistants have high expectations of all children. This is based on their in-depth knowledge of the learning needs of each child. As a result, the childminder and assistants are clear about what they want children to achieve. The childminder and assistants talk with great affection and pride about

each child's learning journey so far and about what they are working hard to achieve next.

- The childminder has a secure understanding of how children learn. She is conscientious in her efforts to support all assistants to develop good practice. Assistants feel that their professional development is well supported by the childminder and that their general well-being is also important. The childminder's approach to supporting her assistants, enables her to successfully utilise their strengths to enhance the quality of education provided.
- The childminder and assistants expertly ask children questions about their lived experiences, particularly those within the natural world. For example, the childminder asks the children if they recall the time they found a ladybird. The children enthusiastically describe how it had flown off to its mummy. This makes learning relevant to children, which enables them to remember and build upon what they already know.
- The childminder and her assistants successfully promote a love of books and story time features heavily within the well-organised routine. This enables the childminder to support children to understand, regulate and express their emotions. For example, children enjoy listening to the story 'The Very Cranky Bear'. When asked how they would feel if they met the cranky bear, the children pretend to be scared and cover their eyes.
- Children consistently and confidently demonstrate their understanding of various mathematical concepts. During the inspection, one child excitedly points out that the shape of the inspector's laptop screen is a 'rectangle' and that the buttons are 'square'. Children successfully use mathematical language in their play in order to deepen their knowledge of shape, space and measure.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder's continued non-compliance has a significant impact on children's safety and well-being. The childminder has failed to notify Ofsted of the information needed to carry out suitability checks on newly recruited assistants. The childminder has accessed safeguarding training. However, this training is ineffective in ensuring that she knows what to do if she is concerned about a child. The childminder's lack of vigilance and awareness of the signs of possible abuse and neglect have put children at risk of harm. Furthermore, the childminder has not reported safeguarding concerns in a timely manner. She is aware of these gaps and has started to make improvements. This demonstrates that the childminder understands the severity of these weaknesses and that improvements are needed, to ensure children's safety.

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
ensure assistants are not included in ratios until they are deemed suitable by Ofsted	28/04/2022
ensure systems are in place to enable Ofsted to check the suitability of any person living or working on the premises from which the childminding is being provided	28/04/2022
improve knowledge of safeguarding issues, to identify signs of possible abuse and neglect at the earliest opportunity, and respond to these concerns in a timely manner	28/04/2022
be alert to any issues of concern in a child's life at home or elsewhere, and this must include seeking information about agencies involved.	28/04/2022

Setting details

Unique reference number	2516245
Local authority	Lancashire
Inspection number	10214990
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	Not applicable

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 has three assistants that work with her.

Information about this inspection

Inspectors

Lyndsey Murray
Tricia Graham

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector and the childminder carried out a joint observation during story time.
- The childminder provided the inspectors 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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