

# Childminder report

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Inspection date:

11 November 2022

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## **Overall effectiveness**

## **Requires improvement**

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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

Inadequate

## What is it like to attend this early years setting?

### The provision requires improvement

Children are settled and show they are secure in this friendly and welcoming setting. They enter with excitement and are eager to start playing with resources, even before parents leave them. The curriculum is built on children's interests, which helps children to engage in play. Children build warm attachments to the childminder and her assistant. They show that they are secure in their care. For example, they invite the childminder into their play and are eager to show her what they have accomplished. For example, they sit for extended amounts of time threading ribbon through pieces of hessian fabric. They show that they are resilient and eager to 'have a go' as they continue to try to unwrap the ribbon when it gets tangled. Children display a sense of pride in their accomplishments. For example, they enjoy showing the inspector a bracelet they have made.

The childminder has high expectations of children's behaviour and is a positive role model for children. She helps children to resolve disputes and asks children to consider the feelings of others. She encourages children to be kind to one another and use good manners. For example, she prompts children to say 'please' and 'thank you' when they ask for resources. This helps children to consider the needs of others and to understand the benefits of working together.

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

- The childminder has worked hard to address the weaknesses that were identified during the previous inspections. She has reflected on her provision, ceased working with multiple assistants to focus on her own practice, implemented a new curriculum, undertaken further reading and worked with local authority advisors. This demonstrates that she is evaluating her setting and is committed to continually improving her practice for children.
- The childminder has implemented a child-led curriculum, which is built around children's interests. Generally, children are happy and play with the resources well. However, she does not have a clear enough knowledge of how to support children's learning. This means that aspects of her teaching practice are not yet good because planned activities do not consistently meet all children's individual needs. Consequently, children's progress is inconsistent.
- The childminder keeps her mandatory training up to date and receives support visits from the local authority. However, although the childminder undertakes further reading, this is not always focused sharply on improving her teaching practice. She does not yet have enough knowledge of how to enhance the delivery of her new curriculum. As a result, the childminder's curriculum is not implemented well enough.
- Overall, the childminder promotes communication and language well. For example, she sings softly to children as she changes their nappy, provides a

running commentary as children play and asks children questions. However, at times, she does not use the correct pronunciation for words and uses abbreviations such as 'doggy' and 'ta'. Children then use these words as they communicate. This means that children's language is not promoted to the highest level.

- Children's physical skills are well supported. For example, younger children who are in the process of taking their first steps giggle with joy as the childminder encourages them to walk across the room. Older children enjoy using glue sticks and colouring pens and sew using a needle. These opportunities help children to build their confidence and prepare them for the next stage in their learning.
- Children have opportunities to learn about the world and their local community. For example, they enjoy outings to the park and recently visited a local country hall that was exhibiting paintings by a famous artist. This gives children an understanding of their local community and helps prepare them for life in modern Britain.
- Parent partnerships are good. The childminder shares information through daily discussions, a social media page, newsletters and a parents' messaging app. She invites parents to contribute to children's assessment and sends books and activities home, which supports home learning. These partnerships help to provide a consistency of care for children.
- The childminder works with an assistant. She shares information with the assistant and makes sure that she knows about children's interests and individual needs. Children have built close attachments with the assistant and enjoy her friendly and calm manner. This means that children's needs are supported well by all adults.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective safeguarding knowledge. She understands the procedures she must follow if she has concerns about a child's welfare. She has safety measures in place to promote children's safety. For example, she checks visitor identification as they enter, ensures mobile phones and handbags are stored in a locked cupboard and stores cleaning products out of reach of children. The childminder completes risk assessments to make sure the environment is safe for children. She supports children to consider their own safety. For example, she encourages them to tidy up resources so they do not slip.

## What does the setting need to do to improve?

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

|  |                 |
|--|-----------------|
|  | <b>Due date</b> |
|--|-----------------|

|                                                                                                                             |            |
|-----------------------------------------------------------------------------------------------------------------------------|------------|
| identify and plan challenging and enjoyable experiences for children, to promote learning and development in all areas      | 09/12/2022 |
| target training and professional development to improve the quality of teaching and education to a consistently good level. | 09/12/2022 |

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

- strengthen the way language is modelled so that children hear the correct pronunciation and can use this knowledge as they communicate.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2516245                                                                           |
| <b>Local authority</b>                             | Lancashire                                                                        |
| <b>Inspection number</b>                           | 10252504                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 7 July 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, except 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**  
Elisia Lee

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents and took their views into account.
- The inspector spoke to the assistant at appropriate times during the inspection.

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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