

Childminder report

Inspection date: 15 January 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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

The childminder has a weak understanding of the statutory framework for the early years foundation stage (EYFS) requirements. This means that children's needs are not always adequately met, especially when the childminder exceeds the usual ratios. When the supervision levels are poor, children frequently display unwanted behaviours. This negatively impacts their own and other children's well-being.

The childminder does not ensure that any assistants she uses, to take sole care of children, hold a valid paediatric first-aid certificate. This places children at risk in the event of an accident or a medical emergency. There is no fire control equipment in the home in case of a fire. There are items left in a room used to look after children which could, potentially, cause them harm. This means that, at times, children's safety is not assured.

The childminder does not have a clear understanding of how to implement an effective curriculum. The resources provided occupy the children, but support for children's development often happens at random, rather than through purposeful interactions.

Despite these weaknesses, children have formed warm bonds with the childminder and her assistant. They show affection for the childminder and enjoy cuddles and giggles with her in the cosy home-from-home environment. She is kind and caring in her manner and children are generally happy during times when they have positive interactions from adults.

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

- The childminder does not always ensure adequate supervision of the children. She leaves young children in the sole care of assistants, exceeding the ratio requirements of the EYFS. Consequently, children do not receive enough individual attention and care. At these times there is no-one in the home with the appropriate paediatric first-aid qualification. The failure to meet children's supervision needs means at these times their safety is not assured.
- The childminder has not ensured that all required documentation is in place. There is no record kept of the names and times she cares for children. Additionally, she does not gain permission from parents for their children to be left in sole charge of any assistant the childminder uses. These are both requirements of the EYFS.
- The childminder's home and the resources she provides are well maintained and clean. The childminder follows appropriate hygiene practices, for example, when changing nappies. However, the childminder fails to risk assess the environment effectively. As a result, she does not identify and remove potential hazards. For

example, a cigarette lighter and heavy metal tongs are left in reach of children. In addition, the childminder does not have the appropriate fire control equipment such as a fire blanket or extinguisher. This places children at risk of harm.

- The childminder collects information about children's starting points when they join the setting. She identifies some next steps which she wants the children to achieve. However, the childminder does not plan a well-sequenced curriculum that supports children to build on what they know and can do. This means that children are not fully supported to make good progress.
- Children benefit from some planned activities which are age and stage appropriate. They sit in a circle to sing the 'hello' song. Children join in, clapping their hands and enthusiastically waving at their friends. They each take turns to post a wooden person into a toy house to show that they are present today. However, at other times, there is no clear curriculum in place. Children play with a limited selection of toys, hurriedly given out. They become bored and disengaged, snatching the more interesting toys from each, other as a result.
- When there are clear routines and expectations, such as during singing time, children behave well. However, expectations are not always consistent. For example, when children are handed a snack, they are expected and reminded to say 'please' and 'thank you'. At other times children take items from adults without being reminded to use good manners. This is confusing for children and does not support them to learn consistently positive behaviours.
- Children benefit from fresh air and exercise, for example on their outings to the nearby park. Children are encouraged to be independent when putting on their splash suits and wellies before they set off. The childminder talks to the children on the way about road safety and the need to be careful around cars and traffic. At the park, children enjoy a healthy snack sitting together on a park bench. This gives children the opportunity to experience and appreciate the natural world around them.
- Parents appreciate the regular information and photos which the childminder shares with them. This includes updates about their child's learning and how their children have progressed in their development. The childminder carefully completes the children's Progress check at age two, in partnership with parents. However, the childminder does not have systems in place to share this information with other settings which the children attend.
- Parents report that their children have formed close and warm relationships with the childminder. Children talk positively about the childminder at home and are comfortable and happy at drop-off times. Parents describe the childminder as helpful and keen to work in partnership with them, for example when supporting children to develop their confidence.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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
ensure staffing arrangements are organised to meet the needs of the children and that appropriate staff-to-child ratios are maintained at all times	12/02/2025
ensure that any assistant who might be in sole charge of the children for any period of time holds a full and current paediatric first-aid qualification	12/02/2025
ensure that parents give permission for their children to be left in the care of a suitable assistant for up to two hours in a day	12/02/2025
ensure a daily record of the names of the children being cared for, their hours of attendance, and the names of each child's key person is maintained	12/02/2025
ensure effective risk assessments are carried out to identify potential risks to children, and take action to reduce them	12/02/2025
ensure appropriate fire detection and control equipment is in place and in working order	12/02/2025
ensure the design and delivery of the curriculum builds on what children already know and what they need to learn next, so that they can make good progress from their starting points	26/02/2025
ensure that children's behaviour and conduct are managed consistently and effectively, so that children learn about expected behaviours.	12/02/2025

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

- enable a regular two-way flow of information with staff at other settings children attend to build on learning which takes place elsewhere.

Setting details

Unique reference number	2673578
Local authority	Blackburn with Darwen
Inspection number	10377129
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	12
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Darwen. She operates Monday to Friday, all year round, from 7am until 5.30pm. She holds a level 3 qualification and works with an assistant.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their EYFS curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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