

Childminder report

Inspection date:

10 September 2024

Overall effectiveness

Requires improvement

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are settled and happy in the childminder's care. They enjoy warm interactions with the childminder. However, weaknesses in the childminder's curriculum and professional development have led to gaps in her knowledge. This means that she does not fully plan for the individual needs of all children in order to help them make the progress they are capable of. Despite this, children enjoy a range of activities and make some progress.

Children have the opportunity to access a wide range of resources and explore their environment indoors and outdoors. The childminder gives children lots of attention and is alert to their individual needs. She teaches children to use good manners and share resources. This helps children to be respectful to adults and each other. Children enjoy outings every day, where they have the chance to develop their confidence and social skills.

At times, the childminder does not always consider effective hygiene procedures when preparing children's meals. This means that she is not teaching children about good hygiene practices to support their overall well-being.

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

- The childminder's curriculum is not sufficiently focused to fully support children's learning and development. The childminder lacks a clear understanding of children's current stage of learning. As a result, activities are not planned to support children to improve their learning outcomes and make consistently good progress. Despite this, the childminder offers activities to support children's interests, and they enjoy their play. This helps them to make some progress.
- The childminder does not identify professional development opportunities to strengthen her knowledge. Her knowledge of the early years foundation stage is not sufficient in fully supporting children's learning and development. As a result, there are gaps in children's learning and they do not make consistently good progress.
- The childminder does not consistently consider good hygiene practices during mealtimes. She does not always ensure that she has a clean and hygienic environment in which to prepare children's meals. That said, children are encouraged to wash their hands before they eat. However, this inconsistency means that children do not gain a comprehensive understanding of the importance of good hygiene practices.
- Children have built attachments with the childminder. They enjoy involving her in their play and make jigsaws together. Children listen carefully to instructions and share resources with one another. Children are beginning to understand the importance of working together, and demonstrate good behaviour.

- The childminder encourages children to access books that support their literacy skills. She reads to children with enthusiasm and asks them questions about what they can see. This helps to support children's communication and language skills.
- Children have lots of opportunities to develop their physical skills. They enjoy building with construction blocks, and ride scooters when they play outside. This helps children to develop their spatial awareness.
- Children gain an awareness of the world. The childminder takes children to lots of playgroups and physical-play centres in the local area. In addition, she takes children to the library when they have special events on. This supports children to gain an understanding their local community and the world.
- Partnerships with parents are in place. The childminder speaks regularly with parents and shares information about the activities that children have enjoyed while in her care. She works with parents to support children's independence and self-care needs. This helps to support consistency of care for children.
- Partnerships with other professionals are in place. The childminder helps to operate a playgroup, and meets regularly with other childminders. The childminder understands the importance of making links with local schools in order to support children's transition to school.

Safeguarding

The arrangements for safeguarding are effective.

There is 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
develop a curriculum that is ambitious for all children, takes into account children's individual needs and helps them to make good progress in all areas of their learning and development	11/10/2024
identify and access continued professional development opportunities, in order to develop skills and knowledge to gain a clear understanding of the role of providing good-quality early years provision	11/10/2024

ensure that there is an area adequately equipped with suitable facilities to hygienically prepare food for children.	11/10/2024
--	------------

Setting details

Unique reference number	2684167
Local authority	Lancashire
Inspection number	10359469
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and operates from the home of a registered co-childminder in Garstang, Preston. She operates her childminding provision from 8am to 5pm, Tuesday, Wednesday, Thursday and Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- This was the first routine inspection the childminder received 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 setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting through written comments.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024