

Childminder report

Inspection date: 15 April 2024

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

At the time of the inspection, weaknesses in organisation were having a significant impact on the care and education of children. Due to staff recently leaving, the childminder is caring for more children than she is permitted. On the day of the inspection, the childminder spent her time supervising newly employed assistants who have not been fully vetted or inducted. As a result, the childminder is not able to use her good knowledge of each child's interests and strengths and what she wants them to learn next. This significantly impacts on her ability to meet the learning needs of all children.

Some incidental learning takes place while children play. For example, children count while building with a construction set. They hear and repeat some new words, such as 'illuminations', as they play imaginatively. However, assistants do not know the curriculum or children well enough to focus on what each child needs to learn next when supporting children's play. As a result, children lose focus on activities. Children, including those in receipt of additional funding, are not challenged and do not make good progress.

Children are happy and settled in the childminder's care. The childminder knows each child well and parents say that their children are keen to attend.

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

- The childminder has breached the requirements of the 'Statutory framework for the early years foundation stage'. This includes allowing assistants who have not been fully vetted to be included in the ratios, and allowing a person who is not a staff member and not vetted to handle confidential information relating to some children. The childminder acknowledges the impact of these breaches on children's safety and on their learning and development.
- Procedures for the recruitment, vetting and induction of assistants are not followed swiftly or thoroughly enough to determine the suitability of those working with children. New assistants submit appropriate forms to Ofsted to allow their suitability to be checked. However, the childminder has not waited for confirmation of all assistants' suitability before including them in the ratios.
- Recently appointed assistants, although qualified in childcare, have not completed the childminder's induction process. They do not know the policies, intended curriculum or children well enough to meet children's individual learning needs. This hinders their ability to support children to make the progress of which they are capable.
- The daily record of children's attendance is not kept accurately. Records are not clear enough to identify who has attended or the key staff who have worked with the children.

- The childminder reminds children to use their 'kind hands' when disagreements take place between them. Children put toys away when the childminder announces that it is tidy-up time. However, weaknesses in staffing hinder the childminder's ability to pre-empt children's behaviour and support them effectively to regulate this.
- When staffing allows, children enjoy a range of interesting visits in the local area. These visits enable children to learn about their community and nature. Children's health and physical development also benefit from plenty of fresh air and exercise. For example, children develop climbing skills at the park and local play centres.
- Children are supported to develop healthy lifestyles. They eat healthy meals and snacks, which are freshly made on the premises. Children follow hygienic handwashing procedures. They enjoy science experiments, such as repelling pepper with soap, which the childminder uses well to talk about how soap removes germs when handwashing.
- The childminder identifies children who require support to develop their communication and language skills. As assistants play alongside children, some conversations take place. However, these do not extend or build on what children already know and can do. Some children frequently occupy themselves and there are few focused interactions to develop their speaking and listening skills.
- Partnerships with parents are developing well. Every day, parents receive photos and information about their child's day through an electronic system. They receive regular assessments of their child's development, which includes a detailed written summary of their progress at age two. Parents are regularly invited to stay and see what their children are learning. This helps to promote continuity in children's learning.

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?

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 that assistants are suitable and have passed any required checks to fulfil their roles	06/05/2024
ensure that assistants receive induction training to help them understand their roles and responsibilities	06/05/2024
keep an accurate daily record of the children being cared for on the premises, their hours of attendance, and the names of each child's key person	06/05/2024
deploy assistants more effectively, taking account of who has completed suitability checks, so that staffing arrangements meet the needs of the children	06/05/2024
ensure that confidential records are held securely and are only available to those who have a right or professional need to see them.	06/05/2024

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

	Due date
support assistants to implement the curriculum so that it meets the needs of all children to help them engage in purposeful play.	06/05/2024

Setting details

Unique reference number	2730283
Local authority	Lancashire
Inspection number	10340195
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	1 to 4
Total number of places	12
Number of children on roll	24
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Accrington. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She employs six assistants. Of these, four hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Lynne Naylor

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.
- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The childminder and the inspector had a learning walk together.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with assistants, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents, including evidence of her assistants' suitability and training.

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