

Childminder report

Inspection date:

31 January 2022

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are well cared for in a safe and clean environment. They are confident to explore the toys on offer to them. Children have access to a suitable range of resources. However, some of the activities are not planned well enough to support all children's ages and stages of development. For example, babies who are not yet standing cannot reach the play dough on a high-level table. Additionally, the childminder does not recognise when younger children wish to independently choose which toys to play with. She focuses on teaching babies about numbers and letters that are too complex for them. Young children appear to be more interested in simply handling the items independently. Children do not fully engage in their play or make the progress of which they are capable in all seven areas of learning.

Relationships between children and the childminder are strong. The childminder sensitively and promptly meets children's care needs, such as when they are tired or hungry. Children respond to the childminder with smiles and enjoy cuddles. They take pleasure from listening to songs and handling books. Younger children play with electronic toys and enjoy listening to the sounds they make. Their early speaking skills are developing. For instance, babies try to repeat simple words and sounds during play. The childminder gives regular praise for their achievements. Children feel happy and behave well in the childminder's home.

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

- The childminder does not successfully identify areas in her own practice that require improvement, to help to provide the best learning opportunities for all children. She does not have good enough knowledge of how to fully extend and suitably challenge children in line with their individual stages in development. For example, when babies show an interest in the sensory aspects of an activity, the childminder focuses on teaching more advanced skills, such as teeth brushing and fine-motor tasks that they cannot yet participate in. This somewhat hinders their potential progress and reduces their interest in learning. Children become distracted, and, occasionally, agitated. That said, the childminder has kept up to date with mandatory training, such as paediatric first aid, to ensure that she can tend to children if they have an accident or emergency.
- The childminder knows the children well and acknowledges their interests. She uses these to plan a variety of activities and pays particular regard to any additional care needs that children have. However, the childminder does not build on their learning effectively during play. For example, when children are enjoying feeling and using different toys, she does not recognise children's emerging curiosity. Instead, she distracts them from their play by directing them to other resources. This discourages children's independent learning skills and narrows their experiences across the curriculum.

- The childminder provides children with healthy, home-cooked food while in her care. She ensures that children access the outdoors daily. For example, they take walks in the local natural environments and go on outings. The childminder takes children to playgroups where they can build on their developing social skills. The childminder provides some books that depict different ethnicities. However, children do not have many other opportunities to learn about, and respect, those who are different to themselves. This does not fully support children to gain an awareness of the diverse community they live in.
- The childminder works alongside other professionals to support children with additional health needs. This has helped her to work with parents so together they are able to support children's physical development, both at home and at the childminder's house. Additionally, she meets regularly with other childminders to enhance children's learning and development through a range of interesting activities, such as messy play.
- Parents report that they are happy with the communication that they receive from the childminder. They comment on how settled their children are in her care. The childminder talks to parents about their children's learning and progress. She shares photos of the activities that children engage in. Parents can see their children having fun.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed child protection training and is aware of the procedures to report any concerns about a child's welfare. She has regard to the 'Prevent' duty and other safeguarding issues, such as drug trafficking and exploitation. The childminder regularly assesses her home for risks and swiftly removes any hazards to keep children safe in her care. During outings, she makes sure that children are seated in suitable car seats. The childminder ensures that she records the administration of medication accurately, in line with the requirements.

What does the setting need to do to improve?

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

	Due date
improve own knowledge and skills to ensure that all children are offered quality learning and development experiences that support them to make the progress they are capable of.	30/04/2022

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

- plan a broader range of opportunities that enables all children to make better progress across all seven areas of learning
- strengthen teaching to meet children's individual needs in their stages of development, including their independence skills
- develop strategies to help children learn about what makes them unique and people's differences within their wider community.

Setting details

Unique reference number	309065
Local authority	Lancashire
Inspection number	10064214
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 1
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 February 2016

Information about this early years setting

The childminder registered in 2000 and lives in Rawtenstall. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

Information about this inspection

Inspector

Rachel Waterhouse

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 her evaluation of the setting.
- The childminder led the inspector on a learning walk to show how she organises the areas used by the children and to discuss her aims for the early years curriculum.
- Parents' views were taken account of by the inspector.
- The inspector and the childminder carried out a joint evaluation of an activity.
- The inspector observed the interactions between the childminder and children and assessed the impact on children's care, learning and development.

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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