

Childminder report

Inspection date:

24 November 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are generally settled and happy in the childminder's home. They play alongside each other, in the main, with no disagreements. However, some children struggle to regulate their emotions or share toys. They do not rapidly learn how to cope with these feelings. As a result, the environment becomes stressful. At times, children shout and scream at each other. That said, older children show care as they play kindly with dolls. In the main, they follow simple instructions and know what the childminder expects of them, such as how to tidy up. Children use their independence skills regularly. They put on their own aprons and safely make their own sandwiches at lunchtime. Children enjoy accessing their own resources and feel secure enough to explore their environment. They enjoy 'squishing' plastic fish, looking at colours through the light box and recognising numbers. Additionally, children fill, pour and mix little items in the play kitchen. They talk about quantities and work out how to add more. Mathematical context is used regularly during play.

The ongoing impact of the COVID-19 pandemic includes delays in communication and language skills for some of the children who attend the setting. The childminder uses clear, new words with children to help them develop their speaking skills. Children learn about 'translucent' items and use sponges for 'dabbing' when they paint. They express themselves with increasing confidence.

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

- The childminder completes some assessments to highlight children's development and interests, including the progress check for children between two- and three-years-old. However, she does not always make these personal to each child or consistently involve parents. This means these assessments do not effectively identify children's unique achievements or potential gaps in learning. Their individual progress is not fully supported.
- Occasionally, the childminder does not swiftly and carefully meet all children's needs. For example, those children who require milk or a sleep. The childminder fails to effectively respond or plan to ensure children's needs are immediately cared for. As a result, children wait for their needs to be met and become distressed. This impacts their emotional security.
- Although the childminder sets simple boundaries to help children learn how to follow instructions, she does not always effectively support their behavioural needs. Not all children are supported to cope with their feelings or learn how their actions impact others. As a result, they take toys from other children. This leads to some children not joining in with some areas of play or becoming upset. Their learning is interrupted and sometimes hindered. Furthermore, at times, their attitudes towards learning become negative. Children use phrases such as 'I can't do it'.

- Children get to experience daily walks and visits into the local community. The childminder encourages children to mix with other people to support their social skills. Children show increasing confidence and concentration when joining in with group games. This helps children prepare for their next stages in learning, such as school.
- The childminder works with other professionals when children need further support in their learning. For example, she seeks advice for children who have developmental gaps in their speaking. The childminder continues strategies to help children's communication skills improve. Additionally, she identifies training that will increase her knowledge further, helping her support children's language and understanding even more.
- The childminder has developed some processes to help parents continue children's learning at home, such as taking reading books home. She helps parents embed consistent routines, such as sleeping, to positively impact children's well-being. She knows the families and how to help support their needs.
- Since the last inspection, the childminder has recognised the need to keep her knowledge and procedures up to date. She works more closely with the local authority and seeks support if there is anything she is unsure about. This helps her maintain good child protection knowledge and keep children safe. Additionally, she has identified that children are still struggling with social interaction. The childminder has created opportunities for children to meet new people. This is helping them learn how to form relationships.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the childminder has secured her knowledge of when and how to report a concern about a child's welfare. She knows how to identify a range of signs and symptoms that suggest child abuse. The childminder has maintained her paediatric first-aid certificate and knows how to keep her home safe for children to play in. She helps children learn about road safety as they go to school.

What does the setting need to do to improve?

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

- improve children's individual assessments, with particular regard to the progress check for children between two- and three-years-old, helping parents to be effectively involved in their child's progress
- develop more robust support strategies for children to help them regulate their emotions and follow rules and boundaries
- consistently identify and recognise how to plan and swiftly respond to meet all children's individual needs.

Setting details

Unique reference number	EY480097
Local authority	Lancashire
Inspection number	10248473
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	30 June 2022

Information about this early years setting

The childminder registered in 2014 and lives in Accrington. She operates all year round, from 7.30am to 6pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Rachel Waterhouse

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 setting.
- 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 care and education being provided and assessed the impact this was having on children's learning and development.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation with the childminder of a group activity.

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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