

Childminder report

Inspection date: 30 June 2022

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder fails to adequately safeguard children. She does not report concerns about children's welfare in a timely manner to safeguarding professionals. This is a breach of legal requirement and places children at risk of potential unidentified abuse, which impacts on their safety, well-being and personal development.

Despite weaknesses in safeguarding, children demonstrate that they are happy and settled in the care of the childminder, with whom they have developed a secure and nurturing bond. Children know that the childminder has high expectations of them, which they strive to meet. As a result, behaviour is good, and children have a very positive attitude towards their learning. Children are highly engaged with the range of learning activities indoors and out. However, younger children do not always get the support they need to access resources during certain activities.

Children participate in activities to deepen their understanding. For example, they explore to see what fruits are growing in the garden. This helps children to develop the skills and knowledge necessary to support their future learning. Parents comment on how well the childminder has worked with them to help children to manage their behaviour. They feel that this has had a positive impact on how their children behave at home.

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

- The childminder has failed to follow her own safeguarding procedures. She has not taken sufficient or timely action in raising her concerns about children's welfare. This means that information has not been shared with the relevant professionals in order for them to make decisions about any necessary steps that may be required to safeguard children.
- The childminder has an understanding of how children learn. She uses this knowledge to plan and deliver an interesting curriculum. For example, children prepare for and conduct experiments. They make tools to create bubbles and are amazed when they achieve this. As a result, children are captivated by the activities provided and are motivated to learn.
- The childminder is aware of the importance of working in partnership with other professionals to support children with special educational needs and/or disabilities. She works in close consultation with parents and, where necessary, signposts them to other relevant professionals for help. This enables children to make progress in relation to their starting points.
- Overall, the curriculum is sequenced so that children can build on what they know and can do. This is particularly so in relation to how the childminder supports children's development in literacy. Children are learning the initial

sounds in words and can write their own name. As a result, children are very well prepared for starting school.

- In the main, the childminder adapts activities so that they are suitable for children of different ages and at different stages in their development. However, on occasion, the childminder does not plan activities to ensure that younger children can use the resources provided. As a result, younger children are not always able to fully take part in all learning activities.
- The childminder promotes a love of books. Children have access to a cosy and inviting reading area where there are a range of books for them to choose from. They know that text conveys meaning and look for instructions inside of books to help them to carry out activities. As a result, children are developing concepts that are necessary to develop their reading skills.
- The childminder successfully supports children's mathematical development. She does this though using language such as 'full' and 'empty' to support children's understanding during play with water. As a result, children are developing key concepts relating to volume and capacity.
- The childminder clearly models language as she interacts with children. Children listen with interest as the childminder introduces new words, which they repeat. For example, during a fruit washing activity, children repeat the word 'pesticide' and 'seed'. As a result, children use a range of vocabulary with confidence and increasing fluency during their play.
- Children are supported to carry out tasks independently. For example, they prepare their own snack. Before doing so, children discuss why it is important to wash their hands and use utensils safely. As a result, children develop their physical skills while keeping themselves safe and healthy.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has failed to follow safeguarding procedures, which require her to respond to any concerns in a timely and appropriate way. She does not report safeguarding concerns to professionals, which places children at risk. However, the childminder demonstrates an understanding of other safeguarding issues, such as recognising possible signs and symptoms of abuse. She carries out regular risk assessments of her environment. As a result, children access a safe and secure learning environment indoors and out.

What does the setting need to do to improve?

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

	Due date
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ensure knowledge of safeguarding procedures are up to date so that concerns are responded to in a timely and appropriate way.	05/08/2022
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To further improve the quality of the early years provision, the provider should:

- adapt activities further so that younger children can use the range of resources provided.

Setting details

Unique reference number	EY480097
Local authority	Lancashire
Inspection number	10219847
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 11
Total number of places	12
Number of children on roll	11
Date of previous inspection	19 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Accrington. She operates all year round from 7.30am to 5.30pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Lyndsey Murray

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- parents shared their views of the setting with the childminder.
- 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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