

Childminder report

Inspection date: 14 February 2020

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

What is it like to attend this early years setting?

The provision requires improvement

The childminder focuses on ensuring that children feel happy and settled. She offers comfort and reassurance to children as required. Children's behaviour is good. Babies and children play together cooperatively and share toys without prompting. Older children show increased levels of care and consideration for the safety of others. For example, they carry toys with care and thoughtfully say 'mind your head', when walking past younger children who are playing nearby. Children eat healthily and are willing to try new foods, to help to broaden their palate. However, during the preparation of food at lunchtime, the childminder does not maintain a consistently good standard of health and hygiene practice.

The quality of education is good. The childminder has high expectations for every child. She uses what she knows about children to plan for what they need to learn next. Babies use good physical skills to wheel a car across a smooth surface. They babble as they do this and attempt to repeat new words and sounds that the childminder introduces. This helps to build on their developing vocabulary. Older children name various shapes and colours and begin to group objects according to their properties. They use their good imagination to design and build models, such as a house. Children make good progress. However, their ability to make the highest rates of progress is somewhat hindered by the brief distractions that arise during play.

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

- Children are confident to express their needs and suggest when they are ready for their lunch. The childminder ensures that the foods provided are fresh, stored in a clean fridge and prepared on a clean surface. However, after cutting up a sandwich, the childminder wipes the knife she is using with an unclean cloth before slicing cucumber with it. This poses a risk of cross contamination and does not ensure that a good standard of food hygiene practice is maintained.
- Babies explore their surroundings with confidence. They take interest in sounds, such as those created by banging toys on a metal box, and repeat these actions continually. The childminder makes precise interventions to extend children's learning. For example, she engages children in action songs, to introduce new skills, such as clapping. This builds on their good physical skills.
- Overall, the childminder takes the necessary steps to minimise any potential hazards. For example, due to an increase in rainfall, she has stopped children from playing on the decking area in the garden as this has become more slippery. This helps to prevent the risk of any slips, trips and falls. On the other hand, during the inspection, there were occasions when the front door was not locked. Nevertheless, the childminder has already taken swift and appropriate

action to correct this, so that children remain safe and accounted for.

- Partnerships with parents are good. The childminder shares regular information about children's care, learning and progress with parents. Parents comment that it is nice to be told about their child's day. They add that the childminder informs them about what she is intending to support their children with next.
- The childminder completes some training, such as that relating to safeguarding and first aid, to help to support children's care and welfare. However, she does not target a wide enough range of training to enhance the quality of her practice to a consistently high standard.
- The calm and sensitive childminder is a good role model for behaviour. She teaches children to adopt positive behaviours, such as to be kind to others, to share and take turns, to be polite and to eat and drink at the table. This helps children to learn right from wrong and contributes towards the positive and respectful attitudes that they adopt.
- Older children are confident to develop their design and creativity skills. They show a willingness to tackle new challenges and use tools, such as scissors, to cut strips of paper to create a bookmark. However, during this activity, children are distracted by background noise, such as that from a television, for brief periods. This does not support them to sustain high levels of concentration and hampers their ability to make the very best rates of progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to protect children from harm. She has a firm knowledge of the indicators of abuse and knows the procedures to follow to protect children's welfare. The childminder completes regular safeguarding training. This has helped to increase her knowledge of the wider issues, such as those relating to the 'Prevent' duty. The childminder alerts children to dangers, such as those associated with using the internet at home. She teaches them how to use technology safely and responsibly and shares information about who they can go to for help and support. This helps children to gain an awareness of how to keep themselves safe.

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
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ensure that high standards of food hygiene practice are maintained at all times, particularly when preparing food for children to eat at lunchtime, to prevent the risk of cross contamination.	28/02/2020
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To further improve the quality of the early years provision, the provider should:

- target a wider range of professional development that aims to enhance the quality of practice and provision to a consistently high level
- minimise distractions within the home and help older children to develop deeper levels of concentration during activities.

Setting details

Unique reference number	EY454976
Local authority	Blackburn with Darwen
Inspection number	10132561
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 July 2016

Information about this early years setting

The childminder registered in 2013 and lives in Blackburn. She operates during term time, from 8am to 5pm, Monday to Thursday and from 8am to 4.30pm on Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Bowe

Inspection activities

- The inspector discussed with the childminder how she organises her home and her key aims and rationale for the early years curriculum.
- Conversations were held with the childminder and children at appropriate times during the inspection.
- The inspector viewed a range of documents, including evidence of the suitability of the childminder, qualifications, policies and safety records.
- A planned activity was jointly evaluated by the inspector and the childminder.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent feedback forms.

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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