

# Childminder report

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Inspection date:

2 September 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

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**

In the main, children play safely in the childminder's care. However, she does not assess the risks associated with pet equipment carefully enough to prevent an impact on their good health. Children are very happy and comfortable. Most children are either very new to the setting or returning following a break in attendance due to the COVID-19 (coronavirus) pandemic. Where children did not attend, the childminder kept in touch with them and their families by means of video calls. This means that children who have been absent for longer periods of time are confident as they return to the setting this term.

Children make some progress as the childminder promotes basic learning as they play. However, the childminder has not yet developed a secure understanding of how to provide rich opportunities which deepen their learning. Children's communication and language skills are fostered well. The childminder speaks clearly and asks children meaningful questions as they play. In addition, children delight as they sing their favourite songs and rhymes and use props, such as puppets, to bring the songs to life. These experiences help children build on their existing communication and literacy skills.

Children develop strong bonds with the childminder. They are familiar with her expectations and routines and quickly settle on arrival. They listen to the childminder's clear instructions and follow her simple rules. For example, they eagerly help her to tidy away toys and are kind and caring. Children are encouraged to have respect and tolerance for each other. When minor disputes over toys occur, the childminder gently intervenes and encourages children to share and wait their turn. Her age-appropriate explanations help children to understand their own and other's feelings.

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

- In the main, the childminder makes sure that children can play safely. She has installed safety gates and makes regular checks of the playroom and toys. However, some children access the upstairs bathroom unsupervised, to help to promote their self-help skills. During these times, they are easily able to access a soiled cat litter tray that is placed next to the bathroom door. This poses a risk to children's health.
- The childminder knows what children need to learn next and what they are interested in. However, she does not use this information to construct an interesting, well-sequenced curriculum, which helps children to make good progress in their literacy. For instance, the childminder plans to extend children's writing skills by giving them opportunities to draw and make marks while sitting at a table. Children who are not interested or ready for learning in this way,

quickly become bored and unwilling to have a go.

- The childminder does not have a deep understanding of how young children learn and develop. She fails to notice when children are following their own ideas and fascinations. As a result, she quickly moves children on to the next toy or activity. This means children do not have the time they need to embed their own thinking and make further connections in their own learning.
- The childminder collects some basic information about children at the start of placement. However, she does not consistently seek detailed information about children's ongoing learning needs, particularly when she feels children may require additional support. This means she is not able to quickly adapt her curriculum to meet children's specific needs and help them keep up in their learning and make the best progress they can.
- The childminder uses some useful strategies to try to engage parents and keep them informed about their child's learning and development. She has daily chats with parents and regularly sends them videos and photographs of their children engaged in different activities. However, she does not engage with all parents well enough to provide them with information and strategies to help extend children's learning at home.
- The childminder understands the need to work in partnership with other professionals, such as health visitors, particularly when she completes the progress check for children aged two years. She makes good use of this checkpoint to help her to identify emerging gaps in children's development. This also helps her to ensure that children get the support they need, so that they do not fall further behind in their learning.
- The childminder supports children's language and communication well and helps children to gain a basic understanding of mathematics. For example, as children build a tower with coloured cotton reels, she demonstrates how to balance the reels on top of each other. The childminder provides a running commentary, and uses phrases, such as 'one big yellow reel and 'two small red reels'. This supports children's developing understanding of size, number, and colour.
- The childminder helps children to learn about the world around them. She provides opportunities for children to grow their own fruit and vegetables and to eat these as part of a healthy diet. The childminder also provides opportunities for children to take part in various community events, including making and delivering food parcels in the local area.
- Following the previous inspection, the childminder has taken some steps to improve. She accessed some training which has helped her to address the previously identified areas for improvement. She is beginning to focus on improving the quality of children's education. For example, the childminder has adapted and improved her curriculum for children's physical development and understanding of the world, to enable children to spend more time learning outside.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge and practice is improved from the last inspection. She has attended training and updated her safeguarding policy and procedure to reflect this. The childminder knows what steps to take should she have concerns about a child or a person who lives in her home. The childminder understands how many children she can have in her care at any one time. She takes steps to ensure that any alteration to her usual adult-to-child ratios are well managed and do not affect the quality of care she provides to other children.

## 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
remove risks to children in relation to the cat litter tray and ensure that these do not pose a risk to children's health.	09/09/2021

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

- make better use of what you know about children to plan a more interesting curriculum, which fully engages children, motivates them to take part and builds on their existing skills
- improve curriculum planning so that it takes into account each child's emerging ideas and fascinations and provides children with the time they need to embed and consolidate their learning
- strengthen partnership working with parents, providing them with more opportunities to share information, plan what children need to learn next and extend children's learning at home
- improve knowledge and understanding of how to plan and provide a well-sequenced curriculum, which supports children's learning in the right order and at a deeper level.

## Setting details

<b>Unique reference number</b>	EY423552
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10130596
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	24 October 2019

## Information about this early years setting

The childminder registered in 2012 and lives in Blackpool. She operates all year round from 8am to 5.30pm, Monday to Friday. The childminder has a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Birch

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the childminder and discussed the curriculum with her.
- The inspector spoke to the childminder and the children throughout the inspection.
- The inspector looked at required documentation.
- The inspector took into account the views of parents.

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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