

Childminder report

Inspection date:

10 May 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 make themselves busy in the childminder's home as they play with the resources on offer. However, the resources offered and input from the childminder during children's play are limited. Children are not routinely challenged to build further on what they already know and can do. For example, children sit for extended periods and colour pre-printed pictures with wax crayons.

The education and experiences that children receive do not fully extend their learning. The childminder has previously completed some professional development, such as around changes to the early years foundation stage. However, she has not targeted her learning to areas that would help to enhance her teaching skills or improve her understanding of how children learn and develop.

The childminder's expectations of children are not consistently high. This has an impact on children's attitudes towards their learning and play. For example, children stand on toys and books without comment from the childminder. That said, on other occasions, children generally behave well and do learn some useful skills through their play and during the routines of the day. The childminder encourages children to share the toys. Children wait patiently when asked and eat healthy snacks and meals at the table with their peers. Children are content and feel safe in the company of the childminder and their peers. Children show that they have formed bonds with the childminder as they go to her for cuddles when they are tired.

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

- The childminder uses observation and assessment to track children's progress and to identify gaps in their learning. However, weaknesses in the planning and delivery of the curriculum mean that children do not make the best progress possible. Children are not always supported to learn in the ways that work best for them. For example, the childminder repeatedly asks young children to 'stay still' while they play.
- The childminder reads stories to children and uses some interesting words, such as 'crinkly' and 'crunchy'. However, her use of correct vocabulary is inconsistent, which means that children sometimes hear and practise incorrect words. This means that children's communication and language skills are not supported as effectively as possible.
- Some children attend other settings as well as the childminder's provision. The childminder does not engage effectively with other professionals in these settings. This does not ensure consistency in the care and education provided by the different settings that children attend.
- The childminder does not support children to develop good hygiene habits and

build on their independence skills. Children do not wash their hands before eating. The childminder carries out tasks for children that they could learn to do for themselves, such as cutting up fruit for their snack.

- The childminder understands and supports the specific needs of children with special educational needs and/or disabilities (SEND) appropriately. She works with other professionals involved in their care and takes advice from an advisory teacher who visits the provision to further assess children's needs. The childminder uses additional funding to take children on outings to a sensory soft-play centre which supports their specific needs.
- The childminder has improved relationships with parents since her last inspection. She gives parents regular information about their children's learning and development. She offers ideas about how they can support their children's learning at home and advice on parenting. Children visit the library with the childminder where they select books to take home and share with their parents. Parents are happy with the care that their children receive.
- Although the childminder has limited outside space at her home, she visits local parks each day. Children access the fresh air and play areas where they can develop their physical skills. The childminder takes children on outings. For example, they go on regular visits to the nearby zoo. This helps them to develop some understanding of the world.
- Regular outings in the local area mean that children begin to understand how they are different from and similar to other people. The childminder helps children to learn how they are unique as they play with their peers with SEND.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's understanding of safeguarding practices and procedures is sufficient to ensure that children are safe. She understands how to identify children who may be at risk of harm and how to intervene in a timely manner to ensure their safety. The childminder understands what to do if she is concerned about the welfare of a child. She understands the procedure to follow in the event of an allegation being made against herself or a member of her household. The childminder has a sound understanding of radicalisation and extreme ideologies as well as county lines and why this is a local concern.

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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source and focus professional development to improve knowledge of how to develop and deliver an effective curriculum to fully support and extend children's learning.	05/07/2022
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To further improve the quality of the early years provision, the provider should:

- establish systems for the regular exchange of information with other settings that children attend, to ensure that children's care and learning are supported consistently
- build on children's independence skills and support their good health by helping them to develop good hygiene habits.

Setting details

Unique reference number	502043
Local authority	Blackpool
Inspection number	10234556
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	11 October 2016

Information about this early years setting

The childminder registered in 2001 and lives in Blackpool. She operates all year round from 7.45am to 6.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson

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 childminder spoke to the inspector about her learning intentions for children and the curriculum that she delivers.
- The inspector viewed all areas of the property to ensure that they are suitable as the childminder has moved house since her last inspection.
- The childminder and the inspector carried out a joint observation of teaching practice.
- Children spoke to the inspector throughout the inspection.
- A written account from a parent was considered by the inspector.
- The inspector viewed and took account of a sample of documentation, including accident and incident records.
- The inspector observed daily routines, mealtimes and care practices throughout the inspection.

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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